

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2016 NOV - 1 AM 11:24 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal Information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact Information:	Lauren Dwiggs, lauren.dwiggs@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
DeSoto ISD	057906	DISD STEM/ICT ECHS	N/A
Vendor ID #	ESC Region #	DUNS #	
75001316	10	006195077	
Mailing address		City	State ZIP Code
200 E. Beltline Road		DeSoto	TX 75115-

Primary Contact

First name	M.I.	Last name	Title
Debbie		Garner	Exec. Dir. Innovative Programs
Telephone #	Email address		FAX #
(972) 274-8212 ext 322	dgarner@desotoisd.org		(972) 274-8209

Secondary Contact

First name	M.I.	Last name	Title
Dr. David	C.	Harris	Superintendent of Schools
Telephone #	Email address		FAX #
(972) 223-6666 Ext. 218	david.harris@desotoisd.org		(972) 274-8209

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. David	C.	Harris	Superintendent of Schools
Telephone #	Email address		FAX #
(972) 223-6666 Ext. 218	david.harris@desotoisd.org		(972) 274-8209
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-16-108-008

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General Information

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): NOT APPLICABLE.

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS. * Policies and procedures included in Appendix 3.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 057906		Amendment # (for amendments only):
14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)	
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.	
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	NOT APPLICABLE	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE.	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Local Demographics: The student population of the DeSoto Independent School District (DISD) STEM (Information and Computer Technology) Early College High School (ECHS) will be composed of minority students of color (African American and Hispanic) who are at-risk, economically disadvantaged, English Learners, first-generation college students whom the cost is unaffordable. DeSoto, Texas, is a small suburb located 15 miles south of Dallas. The population of **60,237** consists of **70%** African-American, **12%** Hispanic, **42%** high school graduates with no college, the unemployment rate is **8%**, over **29%** of families fall below the poverty level and approximately **6.5%** of the population is under 5 years of age. (2015 U.S. Census). Despite its proximity to the flourishing Dallas area, DeSoto suffers educationally, economically, and socially. DeSoto ISD (DISD) currently serves approximately **9,577** predominantly minority students of color of which **80%** are African American, **18%** are Hispanic, **72%** are low-income, **45%** are at-risk, **7.4%** are English Learners, and **10%** are students with disabilities (TEA-TAPR 2015-16). DISD consists of 11 campuses: 6 elementary schools, 3 middle schools, 1 high school and 1 alternative school. By the start of the 2016-17 school year, total student enrollment increased to more than 10,000 youth as a result of a recent trend in mobility into DeSoto. In fact, as a result of peaked community interest in the district's 10 engaging magnet (Health, Fine Arts, STEM, etc.) schools (School Choice) and newly funded initiatives such as iSTEAM3D Academy, there has been an influx of students into DISD schools. **Identified Needs:** Research (Karp, M., et. al., 2015) makes it clear that dual enrollment courses improve outcomes for traditionally underserved students. Specifically, studies find that career based (industry cluster) dual enrollment students are more likely to: • Earn a high school diploma • Enroll in a bachelor's degree program. • Enroll in college full-time. Furthermore, dual enrollment students are more likely than non-dual enrollment students to enroll in college full-time. This is important given the body of research suggesting that enrolling in college full-time increases a student's chances of college completion. With limited funding specifically for ECHS Industry Cluster development, **K-16 partnerships** are a vital need in order to **reach traditionally underserved learners to pursue and achieve college success.** In order to overcome **educational, economic and social barriers**, DISD conducted a comprehensive needs assessment (See Schedule #17, Part 1). The assessment identified notable gaps and weaknesses, as well as strengths and opportunities, related to district, campus, and community resources pertaining to ECHS Innovative Academy development. Further investigation into areas of need led to the development of MOUs with local colleges and universities as well as agreements with business and industry partners. Practices and policies, professional capacity building, and community support mechanisms that serve to link the necessary successful transitions through high school (9-12) to an Associate's degree or 60 hours while in high school and beyond to 4-year institution of higher education were also examined and refined. Despite DISD's strong emphasis on innovative college/ career readiness, magnet schools and educational programs, **students continue to struggle academically.** DISD student performance on STAAR assessments fell below statewide peers in most testing areas. For example, only **61%** of DISD HS students tested standard or above in All Subjects compared to **77%** for the State. Only **36%** of DISD HS graduates tested college ready in both English and Math compared to **54%** for the State and only **51.6%** of DISD HS' **low-income** minority students of color attended a college after high school compared to **72%** in Texas. These noticeable results indicate that **DISD students are not graduating high school with the knowledge or skills needed to succeed in academically in post-secondary education or in high industry careers.** The needs assessment also identified a lack of formal articulation agreements between DISD and existing college partners such as Cedar Valley College (CVC), University of North Texas (UNT), and the University of Texas at Dallas (UTD) that encourages the alignment of grades 9 to 12 course of study as well as articulated ECHS dual course curriculum and instruction. DISD's Leadership Team and its Early College High School Advisory Council (ECHSAC) assessed areas of strengths/challenges related to district/campus resources, instruction, student post-secondary and applied learning opportunities, capacity building, and support mechanisms. *Needs were prioritized based upon DISD's most pressing needs related to student achievement, post-secondary success, and career readiness in high demand occupations.* **College Collaboration:** An MOU was established between DISD and its dual credit partner, CVC, which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. **The partnership and the MOU includes provisions for collecting, sharing, and reviewing student data to assess the progress of the STEM/ICT ECHS.** Such vital partnerships will increase: continuity aligned 9-12+ instruction; specific high demand career-readiness; and the successful transition of 9-12 grade students from earning an Information and Computer Technology (ICT) Associates of Applied Science (AAS) degree to a career or 4-year institution of higher education. Through the established MOU, DISD has engaged in full collaboration with these institutions. Collaboration with partners has resulted in the design and future implementation of: alignment, development, and integration of STEM/ICT curricula and lesson plans in high-demand occupations; incorporation of technology-based instructional and learning strategies and resources; and establishment of

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

ongoing technical assistance and professional development opportunities for **DISD STEM/ICT ECHS** teachers and administrators. **Proven Experience:** In 2014, DeSoto ISD launched the DeSoto Early College High School (ECHS) within the district. The DISD ECHS was created through a partnership with CVC (See [Appendix 3](#)). The school was developed based upon the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual and academic challenges. The focus of DeSoto ECHS is exclusively college preparation for first generation college-bound students. Each year DeSoto ECHS enrolls approximately 400 students in 9th – 12th grade. Students who attend ECHS are given the opportunity to earn up to 60 college credit hours in addition to a high school diploma. College courses are offered tuition free to ECHS students. Students currently in 8th grade are asked to apply to the program during the spring semester. **The proposed DISD STEM/ICT ECHS** is an innovative expansion of the district's ECHS which introduces opportunities for students to pursue an industry-based career cluster in high demand STEM/ICT careers. **Benefits:** **DISD STEM/ICT ECHS** students will benefit from the opportunity to earn up to 60 college credit hours in an aligned high need industry career cluster such as ICT while, at the same time, earning a high school diploma. College courses will be offered tuition free to all **DISD STEM/ICT ECHS** students. DISD is confident that forged partnerships will achieve grant critical success factors, meet and/or exceed performance measures, and successfully prepare students to transition into a career or further university plans. **Program Design:** DISD proposes the development of the **STEM/ICT ECHS** in response to TEA's 2016-18 Industry Cluster Innovative Academy ECHS opportunity. The **goal** of the **DISD STEM/ICT ECHS** is to provide a course of study that enables a **total of 393 participating students** to receive a high school diploma and either an Associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. Approximately **100 students** will be served in each grade level (grades 9–12). DISD has established an academic plan depicting the manner to which students will progress toward this goal. **Objectives:** Develop a **DISD STEM/ICT ECHS** Leadership Team to guide activities; Provide students opportunities to earn dual enrollment college course credit prior to high school graduation; Develop and implement relevant, meaningful applied learning opportunities for students in high industry careers; Coordinate activities that support a college-going culture; and Coordinate opportunities for ECHS teachers/college faculty to collaborate. **Program Strategies:** The **DISD STEM/ICT ECHS** will develop and maintain a Leadership Team which will serve as the planning and decision making team for the school, ensuring that the school implements strategies and activities that create a distinct college-going culture. The **DISD STEM/ICT ECHS** will employ a Career Counselor and ICT teachers/instructors to specifically guide and support students in acquiring knowledge and skills needed to succeed in college and high industry careers. DISD will conduct outreach and build upon established relationships to develop formal partnerships through articulation agreements with colleges, universities, and technical schools in Texas to provide participating students access to postsecondary education and training. As part of the **DISD STEM/ICT ECHS** Leadership Team, higher education partners will address and guide issues of curriculum, school design, and sustainability. ECHS teachers and higher-education faculty will collaborate through planning, teaching, and professional development. DISD will expand and establish formal partnerships with the local workforce development board, businesses, and industries, and expand partnerships to include more opportunities in ICT fields. DISD will continue to work with the ECHSAC and Workforce Solutions to identify high-demand occupations and corresponding programs of study. Industry partners including Texas Instruments, the City of DeSoto, and Charlton Methodist Hospital will actively participate in the **DISD STEM/ICT ECHS** Leadership Team and will provide students with access to engaging and meaningful industry experiences. Partners will support the development of curriculum for the **DISD STEM/ICT ECHS** to ensure that all curricula is appropriately aligned to marketable skills in high-demand Information and Computer Technology fields. Industry partners will assist in the development and implementation of industry experiences including mentorship programs, internships, career exploration, externships, etc. that expose students to applied learning and real-world work activities in ICT fields and occupations. Industry experiences will build in rigor and responsibility as students progress through high school and beyond. Lastly, DISD Administrative staff the **DISD STEM/ICT ECHS** Leadership Team will monitor ongoing progress utilizing data tools, systems and proven methods and will provide support in implementing TEA compliance tools to identify effective practices. **Program Sustainability:** DISD and partners have developed a comprehensive sustainability plan to ensure the school will continue to meet the goals of the project beyond the grant program. DISD will utilize current business partnerships, capacity building including GEAR UP and i3 grants, to leverage resources to sustain programming. Evaluation findings will build credibility in the community that the **DISD STEM/ICT ECHS** provides vital academic and career readiness programming for local students that deserves ongoing support.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$300,952	\$0	\$300,952	\$5,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$0	\$30,000	\$50,000
Schedule #9	Supplies and Materials (6300)	6300	\$53,000	\$0	\$53,000	\$30,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$15,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Total direct costs:			\$383,952	\$0	\$383,952	\$100,000
Percentage% indirect costs (see note):			N/A	\$16,048	\$16,048	\$0
Grand total of budgeted costs (add all entries in each column):			\$383,952	\$16,048	\$400,000	\$100,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$383,952
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$38,395
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057906			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional						
1	Teacher (IT Teachers/Instructors)		2		\$160,000	\$5,000
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor (Career Counselor)		1		\$86,682	\$0
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$246,682	\$0
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$54,270	\$0
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$54,270	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$300,952	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$10,000
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$10,000
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$30,000	\$40,000
(Sum of lines a, b, and c) Grand total		\$30,000	\$50,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057906		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$53,000	\$30,000
Grand total:		\$53,000	\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057906		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$15,000
Grand total:		\$0	\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 057906			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:393

Category	Number	Percentage	Category	Percentage
African American	289	73.59 %	Attendance rate	DNA
Hispanic	97	24.7 %	Annual dropout rate (Gr 9-12)	DNA
White	5	1.27%	Students taking the ACT and/or SAT	DNA
Asian	2	0.51%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	283	72 %	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	5	1.3 %	Students classified as "at risk" per Texas Education Code §29.081(d)	DNA
Disciplinary placements	DNA	DNA	State assessment data	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	20	83.3%	No degree	0	0
Hispanic	1	4.2%	Bachelor's degree	24	100%
White	3	12.5%	Master's degree	0	0
Asian	DNA	DNA	Doctorate	0	0
1-5 years exp.	20	83.3%	Avg. salary, 1-5 years exp.	\$51,900	N/A
6-10 years exp.	4	16.6%	Avg. salary, 6-10 years exp.	\$52,700	N/A
11-20 years exp.	DNA	DNA	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											100	100	93	100	393
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											100	100	93	100	393

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											6	6	6	6	24
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											6	6	6	6	24

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local Demographics: The student population of the DeSoto Independent School District (DISD) STEM (Information and Computer Technology) Early College High School (ECHS) will be composed of minority students of color (African American and Hispanic) who are at-risk, economically disadvantaged, English Learners, first-generation college students whom the cost is unaffordable. DeSoto is a small suburb located 15 miles south of Dallas. The population of 60,237 consists of 70% African-American, 12% Hispanic, 42% high school graduates with no college, the unemployment rate is 8%, and over 29% of families fall below the poverty level (2015 U.S. Census). Despite its proximity to the flourishing Dallas area, DeSoto suffers educationally, economically, and socially. **District/Campus Demographics:** DISD consists of 12 campuses including 1 early childhood academy, 6 elementary schools, 3 middle schools, 1 high school and 1 alternative school. Similar to the region's characteristics, DISD's predominantly minority students of color population is significantly more economically disadvantaged and at-risk of not completing high school or going on to college than the average Texas student. DISD currently serves approximately 9,577 predominantly minority students of color of which 80% are African American, 18% are Hispanic, 72% are low-income, 45% are at-risk, 7.4% are English Learners, and 10% are students with disabilities (TEA TAPR 2015-16). By the start of the 2016-17 school year, total student enrollment increased to more than 10,000 students as a result of a recent trend in mobility into DeSoto. The district's only high school, DeSoto HS, currently serves 2,251 students in grades 9 – 12. **Needs Assessment Process:** In April 2015, DISD conducted a comprehensive district needs assessment in response to the US Department of Education's Investing in Innovation (I3) grant opportunity. The assessment's purpose was to identify the: specific needs of students, families, and the community; gaps and weakness in education, college preparatory and career readiness programs at district, campus, and community levels; campus/district strengths, areas of concern; and to prioritize students' high school and post-secondary education needs. The process was led by an ECHS Advisory Council (ECHSAC) consisting of district leaders, educators, community members, and higher education, workforce development board, and industry cluster representatives. The assessment identified notable gaps and weaknesses related to district, campus, and community resources and student support mechanisms that led to the design of the proposed project. **Data Sources:** Several objective data sources were consulted: PEIMS data, Texas Academic Performance Reports, district/campus improvement plans, local workforce board industry/career data, Texas Workforce Commission data, school performance reports, and stakeholder surveys. **Needs:** The assessment process identified several areas of growth and challenges. Despite strong emphasis on innovative educational programs, students continue to struggle academically. As depicted in Table 1, results revealed that DISD HS students significantly underperformed their state peers.

Table 1. High School 2014-2015 STAAR Results – Source: TEA 2015-2016 TAPR

	% Testing Standard or Above				% Post-Secondary Ready	% College Ready
	All Subjects	Reading	Math	Science	2 or More Subjects	English and Math
State	77%	77%	81%	78%	41%	36%
DeSoto HS	61%	55%	52%	61%	33%	54%

DeSoto HS students' performance was well below state results for All Subjects, Reading, Math, and Science where only 61%, 55%, 52%, and 61% tested standard or above, respectively, compared to 77%, 77%, 81%, and 78% for Texas. Approximately 33% of DeSoto HS students tested post-secondary ready compared to 41% for the State. Only 36% of DISD HS graduates tested college ready in both English and Math compared to 54% for the State. Additionally, only 51.6% of DISD HS' low-income minority students of color attended a college after high school compared to 72% in Texas. Student surveys indicated that 87% of students do not feel prepared to enter a postsecondary or career program leading to high-demand occupations. **DISD students are not graduating high school with the knowledge or skills needed to succeed in post-secondary education or high industry careers.** **Industry Trends:** The Texas Target Industry Cluster Initiative and Workforce Solutions data (2015) identified STEM (Information and Computer Technology) as a key industry cluster of job creation and economic development. Dallas-Fort Worth area data (including DeSoto) indicates that Information and Computer Technology (ICT) industry employment increased by 10,200 in 2016, a 16.0% gain from 2015. Forecasted growth for these target careers is an estimated 23.2% (Texas Workforce Commission). **Prioritization of Needs:** DISD's Leadership Team and ECHSAC assessed areas of strength/challenge related to district/campus resources, instruction, student post-secondary and applied learning opportunities, capacity building, and support mechanisms. Needs were prioritized based upon DISD's most pressing needs related to student achievement, post-secondary success, and career readiness in high demand occupations.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	DISD students are not graduating high school with the knowledge or skills needed to succeed in post-secondary education or high industry careers.	DISD will establish and administer a rigorous and engaging early college education program for students who are at risk or who wish to accelerate completion of a high school program. The DISD STEM/ICT Early College High School (ECHS) will employ a Career Counselor and ICT teachers/ instructors to specifically guide and support students in acquiring knowledge and skills needed to succeed in postsecondary education and high industry careers.
2.	There is a need for DISD to expand and form partnerships with universities, colleges, and technical schools through which students can access postsecondary education and training in high demand occupations.	DISD will conduct outreach and build upon established relationships to develop formal partnerships through articulation agreements with colleges, universities, and technical schools in Texas to provide participating students access to postsecondary educational and training opportunities. As part of the DISD STEM/ICT ECHS Leadership Team, higher education partners will address and guide issues of curriculum, school design, and sustainability. ECHS teachers and higher-education faculty will collaborate through planning, teaching, and professional development.
3.	Opportunities are needed for DISD's low-income minority students of color who might not otherwise go to college to earn postsecondary course credit prior to high school graduation.	The DISD STEM/ICT ECHS will provide for a course of study that enables participating students to combine high school courses and college-level courses during grades 9 – 12. The ECHS will provide an Information and Computer Technology (ICT) program of study and crosswalk that spans secondary and postsecondary education, enabling participating students complete high school, receive a high school diploma, and earn either an Associate's degree or at least 60 semester credit hours toward a baccalaureate degree.
4.	There is a need for DISD to expand and establish formal partnerships with the local workforce development board, businesses, and industries in high demand fields to raise students' industry and career awareness and increase meaningful career programs that lead to opportunities in high-demand occupations in targeted industry clusters.	DISD will expand and establish formal partnerships with the local workforce development board, businesses, and industries. DISD will continue to work in cooperation with ECHSAC and Workforce Solutions to identify high-demand occupations and programs of study that lead to these occupations. Industry partners will actively participate in DISD STEM/ICT ECHS Leadership Team to ensure students have access to engaging and meaningful industry experiences.
5.	DISD High School has a need for more applied learning opportunities and real world experiences in Information and Computer Technology for students such as internships, job shadowing, career exploration, externships, mentorship programs, and career counseling.	DISD will expand formal partnerships with industry partners to include additional opportunities in Information and Computer Technology fields. Partners will support the development of curriculum for the DISD STEM/ICT ECHS to ensure that all curricula is appropriately aligned to marketable skills in high-demand Information and Computer Technology fields. Industry partners will assist in the development/implementation of industry experiences including mentorship programs, internships, career exploration, externships, etc. that expose students to applied learning and real-world work activities in Information and Computer Technology fields and occupations. Industry experiences will build in rigor and responsibility as students progress through high school and beyond.

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Schedule #14—Management Plan

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal/Project Coordinator	Must possess a Master's degree in Educational Administration or Leadership, doctoral degree preferred, Texas Principal Certification, and Texas Teaching Certificate with a minimum of 10 years of experience as a Principal leading a high-need high school. <i>This position is not a grant-funded position.</i>
2.	Career Counselor	Bachelor's degree in relevant academic discipline required, Master's preferred. Valid Texas teaching certificate required. Minimum 5 years of successful counseling experience as measured by performance evaluations, promotions, and portfolio of work.
3.	IT Instructors/Teachers	Bachelor's degree in relevant academic discipline required, Master's preferred. Valid Texas teaching certificate required. Minimum 5 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop DISD STEM/ICT ECHS Leadership Team and implement Team activities	1. Establish a school leadership team	02/01/2017	04/30/2017
		2. Identify team members, roles, responsibilities	02/01/2017	05/31/2017
		3. Recruit Parents/Community members for team	02/01/2017	04/30/2017
		4. Conduct regular Leadership Team Meetings	02/01/2017	05/31/2018
		5. Solicit parent/community feedback via surveys	06/01/2017	04/30/2017
2.	Provide students opportunities to earn dual enrollment postsecondary course credit prior to high school graduation	1. Implement articulation agreement with institution of higher education to offer dual credit coursework	02/01/2017	03/01/2017
		2. Conduct curriculum planning meetings for ECHS	02/01/2017	04/30/2017
		3. Administer TSIA to incoming 9th-graders	04/30/2017	05/31/2017
		4. Provide a course of study where students receive a high school diploma and either Associate's degree or 60 semester hours towards Bachelor's degree	02/01/2017	05/31/2018
		5. Provide student academic support services	02/01/2017	05/31/2018
3.	Develop and implement relevant, meaningful applied learning opportunities for students in high industry careers	1. Conduct ongoing meetings with local workforce development board to identify high demand careers	02/01/2017	05/31/2018
		2. Meet with industry partner liaisons to coordinate industry training aligned to high demand careers	02/01/2017	05/31/2017
		3. Provide students meaningful industry experiences	02/01/2017	05/31/2018
		4. Students receive ongoing career counseling	02/01/2017	05/31/2018
		5. Students tour local high demand industries	04/01/2017	05/31/2018
4.	Coordinate activities that support a college-going culture	1. Coordinate college-going activities	02/01/2017	04/30/2017
		2. Students take college entrance exams (PSAT/SAT)	04/01/2017	05/31/2018
		3. Students participate in College Nights/Fairs	09/01/2017	04/30/2018
		4. Students participate in Financial Aid Workshops	09/01/2017	04/30/2018
		5. College tours and visits	09/01/2017	04/30/2018
5.	Coordinate opportunities for ECHS teachers/college faculty to collaborate	1. ECHS teachers/college faculty plan course of study	02/01/2017	04/30/2017
		2. ECHS teachers/college faculty share best practices	04/01/2017	05/31/2018
		3. Teachers/faculty share effective pedagogy strategies	04/01/2017	05/31/2018
		4. ECHS teachers/college faculty teach collaboratively	06/01/2017	05/31/2018
		5. ECHS teachers/college faculty participate in coordinated professional development	04/01/2017	05/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and procedures for monitoring goals and objectives. DISD is committed to utilizing performance feedback for continuous improvement and will work with the **DISD STEM/ICT ECHS** to implement processes and procedures that incorporate all essential control functions, oversight, and elements to ensure efficient and effective program implementation. To ensure continuous improvement and attainment of goals, objectives, and program compliance, the following areas will be monitored internally: implementation activities of ECHS partnerships between DISD and higher education, workforce development board, and industry partners; **DISD STEM/ICT ECHS** Leadership Team activities; implementation of high quality ECHS curriculum aligned to high industry careers; and ongoing ECHS administrative and fiscal progress monitoring including allocation and expenses of budget in comparison towards progress of proposed objectives for assessing cost efficiencies. Internal monitoring activities will be shared as required by TEA. An internal evaluator will also gather qualitative/quantitative information from DISD administrators, educators, parents, students, program staff, and higher education, workforce board, and industry partners to prepare comprehensive quarterly and annual reports that address the progress accomplished towards each objective. To further support continuous program improvement, the Principal will meet with the program team weekly to assess progress and challenges and solicit feedback, ideas, and input into program operation and evaluation; assess administrator, staff, parent, and community partners' satisfaction quarterly through personal interviews, anonymous surveys, and focus groups; monitor dual credit courses and industry learning experiences quarterly to assess effectiveness of academic and program services; and continuously review evaluation data in relation to achieving proposed outcomes. **Program Adjustments.** In the event issues or barriers are identified that hinder program success or compliance, this information will be shared between: DISD staff including the Superintendent and Executive Director of Innovative Programs; **DISD STEM/ICT ECHS** Leadership Team, Principal, Career Counselor, ICT Instructors, and educators; and higher education and industry partners. An action plan will be developed immediately to address issues. Changes in programming will be documented and communicated to stakeholders through email, media, memos, and/or announcements at school-related meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinating similar efforts, building sustainability. Sustainability will be an ongoing focus of DISD. The **DISD STEM/ICT ECHS** will be housed at the district office in the Division of Innovative Programs under Superintendent Dr. David Harris and Executive Director of Innovative Programs, Ms. Debbye Garner. Through this division **DISD's STEM/ICT ECHS** will have access to a variety of resources and student programs to maximize all resources. For example, in 2014, DISD received a seven-year GEAR UP grant to support its Linking Education To Success (LETS) GEAR UP program. The goal of the program is to create communities of highly-effective learners, particularly of at-risk, low-income, underserved, minority learners of color, through the delivery of rigorous academic courses aligned to college and career readiness standards to ensure ALL students are college ready. In 2016, DISD received a three-year Investing in Innovation (i3) Fund grant from the US Department of Education which supports its iSTEAM3D initiative. Through iSTEAM3D, students have access to engaging STEM project- and problem-based learning (PBL) strategies, integrated with the Arts, to improve students' engagement, academic achievement levels, graduation rates and overall college enrollment. To ensure effective use of resources, the **DISD STEM/ICT ECHS** will share resources (as allowable), coordinating efforts to limit duplication of services to maximize grant fund effectiveness. All resources will supplement, not supplant current resources. DISD will also work with the local workforce development board, partnering institutions of higher education, and local industry partners to leverage educational, instructional, and training resources for students. **Ensuring partner commitment.** To further leverage resources and build sustainability, DISD has enlisted the support of the local workforce development board (industry identification), Cedar Valley College (instructional support, college credit), and industry partners Charlton Methodist Hospital, City of DeSoto, and Texas Instruments (career readiness training). Partners have been recruited for their resources, expertise, knowledge, and commitment to delivering high quality STEM-related education, instruction, and career training programs. Each partner will have a unique role in supporting and delivering academic instruction and career readiness strategies for the STEM ECHS. Partners have also been asked to sustain services and provide support throughout the grant period and beyond. DISD will also apply for federal, state, and private grants to sustain activities.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative Evaluation	1.	Number of planning meetings with local workforce development board.
		2.	Number of planning meetings with industry partners
		3.	Number of curriculum planning meetings for DISD STEM/ICT ECHS
2.	Formative Evaluation (continued)	1.	Number of Leadership Team meetings
		2.	Number of industry experiences provided to students
		3.	Number of opportunities provided for ECHS teachers and higher-education faculty to collaborate through planning, teaching, professional development
3.	Formative Evaluation (continued)	1.	Average number of college credit hours earned per students
		2.	Number of TSI-ready students
		3.	Number of activities provided to students to provide academic supports for success on TSI
4.	Formative Evaluation (continued)	1.	Number of dual enrollment courses offered
		2.	Number of activities provided to students that establish a college-going culture
	Summative Evaluation	3.	Increase in TSI-ready DISD STEM/ICT ECHS students
5.	Summative Evaluation (continued)	1.	Growth/increase in academic achievement levels of DISD STEM/ICT ECHS students
		2.	Growth in promotion rates of DISD STEM/ICT ECHS students
		3.	Growth in college-going rates (SAT/ACT) of participating students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation. Data will be collected through: • logs/records of **DISD STEM/ICT ECHS** Leadership Team meetings; • logs/records of industry experiences provided to students (by number, type, student participants, etc.); • logs/ records of ECHS teacher and higher-education faculty collaboration; • logs of professional development workshops on topics addressing STEM ECHS areas of need; • student records (college credit hours earned, TSI-ready, etc.); • records of TSI-readiness supports and activities; • records of dual enrollment courses offered; • classroom observations; • records of college-going culture activities; • student enrollment (number of students served), attendance, and course completion records; • career counselor activity logs; and • student-level performance and achievement data (STAAR scores, coursework, credit accrual, etc.); • student graduation plans; • college and career readiness assessment results; and • other related program data to measure performance targets. Data on each performance measure identified by TEA will be utilized to assess project implementation against each objective. Additionally, summative evaluation will determine whether or not the **DISD STEM/ICT ECHS** impacts a growth/increase in the following: TSI-ready students; academic achievement levels; promotion rates; and college-going rates. To assess ongoing progress towards performance indicators, the internal evaluator will evaluate data weekly, monthly and/or quarterly and provide progress reports. A comprehensive summary of year-end progress of qualitative and quantitative data on performance indicators will be conducted. At the close of the project, a comprehensive review and analysis of each performance indicator will be completed. DISD will comply with all reporting and evaluation requirements established by TEA. **Identification and Correction of Problems:** As part of Performance Quality Improvement efforts, the internal evaluator, the DISD Leadership Team, Executive Director of Innovative Programs, **DISD STEM/ICT ECHS** Leadership Team, Principal, educators, program staff, and higher education and industry partners will meet quarterly to review program and student level data as well as discuss progress, challenges, and lessons learned. If program issues are identified or progress towards performance measures are not being met, a formal improvement plan will be implemented using educator and provider feedback and recommendations including evaluation (qualitative and quantitative) data to immediately correct deficiencies.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(a) Course of Study: Combines High School and College Level Courses. DISD is an innovative educational leader that provides numerous endorsements and multiple courses of study that enables predominantly minority students of color to combine their *high school courses* and *college-level courses* during grade levels 9 through 12. In fact, DISD has an existing ECHS and numerous innovative and engaging Magnet Academies. DISD is also a federal grant recipient of several US Department of Education grants including a seven-year GEAR UP grant which is designed to create communities of highly-effective learners through the delivery of rigorous academic courses aligned to college and career readiness standards to ensure ALL students are college ready. DISD is also the recipient of a three-year Investing in Innovation (i3) Fund grant which supports the sustainability of the iSTEAM3D academy model districtwide. iSTEAM3D offers a concentrated pathway of study (elementary-middle-high school-college) for students in the STEM field combined with Arts. Hence, DISD is committed to empowering a diverse body of students to develop and apply their skills while in high school in order to pursue knowledge and become productive college students, workers, and citizens. The goal of DISD's *STEM/ICT ECHS*, in collaboration with Dallas Community College – Cedar Valley College Campus (CVC), is to focus on STEM areas and create innovative pathways such as Information and Computer Technology (ICT) and to ultimately prepare a highly skilled pipeline of students (grades 9-12) for their next step in life whether that step is admission to a four year college or immediate entrance into the a high-demand, high wage job market. One of the most important tasks undertaken by DISD in the design of its *STEM/ICT ECHS* is to create a 9th to post-secondary comprehensive program of study to meet the needs of students with different goals and aspirations. In addition to meeting the needs and interests of all students, it is imperative that the course of study lead to direct job-placement into a local industry of high demand and high wage such as the ICT growing industry which is currently at a rate of 23.2%. DISD accomplishes this by collaborating with the community, local workforce board (Workforce Solutions Greater Dallas), the local community college, and business/industry partners. These partners collectively designed curricula and support structures that ensure all students meet and exceed all performance standards to obtain a high school diploma and an Associate of Applied Science (AAS) degree or two years (60 hours) of transferable college credit. The ICT course of study includes a series of combined high school level Foundation HS program core curriculum course work (English, Math, Science Social Studies) along with electives and beginning college level coursework simultaneously in the ICT career path in 9th grade with introductory courses. In 10th grade, along with high school coursework, a deeper infusion of ICT (3 semesters) courses will be taken along with a college level elective. During the 11th grade year core (English 1301) and elective courses will be dual-credit bearing to accomplish the total 60 semester hours or more within the 12th grade year. Up to 16 semester hours of credit per semester are part of the students' last year in high school for a total possible 32 semester hours in the 12th grade. Crosswalk and further course of study details are provided in *Schedule #17, Requirement 6*. **(b) Associate's Degree or 60 semester hours.** DISD's STEM ECHS and CVC shall provide an ICT course of study to 393 students in grades 9-12. CVC will give credit for courses taken for dual credit for which Dual Enrollment Courses Agreements have been approved with primary emphasis on the Core Curriculum requirements for an AAS degree in the area of Information Technology – Personal Computer (ICT) Support. *DISD STEM/ICT ECHS* students will receive an academic degree plan in the ICT program of study. During a student's senior year, or after completion of the vast majority of the Foundation High School Program Curriculum (with STEM and other potential endorsements), courses for field of study programs can be completed according to the College's suggestion of course sequencing further denoted in crosswalk in *Schedule #17, Requirement 6*. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level beginning the 10th grade year.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students receive a high school diploma and either an AAS degree or 60 semester hours that can transfer to a baccalaureate program degree. In pursuit of the ICT AAS degree program, **DISD STEM/ICT ECHS** students will be trained to: troubleshoot software and hardware problems, implementing corrections where possible; evaluate new software and hardware; install hardware and software, including equipment assembly and diagnostics; and assist in the development and presentation of training courses for users. Upon completion, **DISD STEM/ICT ECHS** graduates will be qualified to provide support for personal computer users in a corporate environment. Additionally, upon completion of this degree, depending on the specialization selected, students are eligible to take the Microsoft Technology Associate (MTA), MCSE (Microsoft Certified Solutions Expert, and/or Cisco Certified Network Associate (CCNA) credentialing exams. (c) Articulation Agreements with CVC are in place in addition to a Memorandum of Understanding (MOU) between CVC and DISD, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code. Both parties agreed in the MOU to: establish the **DISD STEM/ICT ECHS** by the no later than 2016-2017 academic year, serving grades 9–12, and provide Concurrent Enrollment for Dual Credit college courses for high school students in accordance with Chapter 4 of the Texas Higher Education Coordinating Board Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code. DISD and CVC will provide participating students access to postsecondary educational and training opportunities at a college/university targeted towards: low-income, minority students; students who are highly motivated but have not received the academic preparation necessary to meet high school standards; students who are English language learners; and students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive. Through the articulation agreement, the CVC and DISD partnership will implement the following: • Establish a mutually beneficial partnership between CVC and DISD that allows a flexible and creative response to the organizational, missions, and fiscal needs of both institutions; • Collaboration in planning, implementation, and continuous improvement of **DISD STEM/ICT ECHS** programs including the provision for faculty, staff, and administration, curriculum development, training, and student services; • Provision of rigorous college readiness, dual credit, technical and early college credit courses; • Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully; • Classes and activities of the **DISD STEM/ICT ECHS** on the College grounds with students integrated on an age-appropriate basis in campus facilities and college co-curricular activities; • Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success; and • Selection of students based on the intent of the program and that reflect the diversity of the region serviced by the **DISD STEM/ICT ECHS** in accordance with (TEC §29.908(b)). (d) Student flexibility in class scheduling and academic mentoring is an integral part of the success of the **DISD STEM/ICT ECHS**. DISD has structures in place to ensure students have the optimal level of flexibility in class scheduling, balanced with mentoring, to reach success. A career (ICT Cluster) counselor will be housed in **DISD's STEM/ICT ECHS**, specifically for the purpose of offering support to the **STEM/ICT ECHS** students. During the 9th grade year, all classes will be taught at the DHS campus with college/university classes (ITSC 1401 - Introduction to Computers) taught by visiting CVC professors. During students' 10th - 12th grade years, a combination of courses will be provided on the **DISD STEM/ICT ECHS** campus. Over time, the college classes taught at CVC will increase with 10th – 12th grade students being bussed over for classes and an authentic college experience. Furthermore, per the MOU, Career Counselors are available at CVC to work in collaboration with the **DISD STEM/ICT ECHS** Career Counselor and staff in order to fully assist its students in the development and pursuit of meaningful educational goals. CVC has trained academic advisors specifically assigned for **DISD STEM/ICT ECHS** students and who will serve the unique needs of dual enrolled high school students experiencing college for the first time. Flexibility in course work is offered for students wishing to pursue coursework in the evenings, weekends and/or summer sessions as well as online modalities for certain courses. Additionally, in collaboration with **DISD STEM/ICT ECHS'** Career Counselor and staff, students' degree audits are prepared to assist students and offer flexibility in course completion at an ideal pace. In the event core curriculum issues or concerns with ICT requirements arise, **DISD STEM/ICT ECHS** staff will work in collaboration with students to foster success. CVC's ICT department and faculty mentor will also be available to assist **STEM/ICT ECHS** students in the event challenges arise in the overall college experience or course of study specific to ITC major. Lastly, **STEM/ICT ECHS** students that plan to transfer to a four-year institution will be provided proactive support and consultation with CVC advisors, **DISD STEM/ICT ECHS** Career Counselor, and CVC academic counselor regarding transfer requirements and transferability of ICT courses to a four-year institution.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for this **DISD STEM/ICT ECHS** opportunity, DISD's Leadership Team researched numerous target industry clusters far beyond the walls of the district. Realizing the geographic location is in close proximity to the thriving Greater Dallas Metroplex, DISD leaders sought to identify high-demand occupations as well as programs of study that lead to these occupations. In partnership with the local workforce board, Workforce Solutions Greater Dallas, DISD conducted a thorough **assessment of high demand occupations** on a state, regional, and local level. Data sources included information from the US Department of Labor, Texas Workforce Commission, and Workforce Solutions. The summarized findings and projections for the next decade depict the Desoto community ideally located near a larger State of Texas Highway intersection of Interstate 20, Interstate 35E, Interstate 45, and US Highway 67 in the Dallas/Fort Worth Metroplex, and a **prime location** for numerous industries and businesses – particularly industries related to Information and Computer Technology (ICT).

DISD has a long standing partnership with Workforce Solutions Greater Dallas. The growing area of Dallas County, particularly in the DeSoto Community, has resulted in more demand for skilled workers. That growing demand for workers is focused in key occupations where local supply has at times struggled to keep up with demand. According to this collaboration, specific high-demand occupations are namely in Information and Computer Technology (ICT). These high-growth ICT industry clusters have not only provided better-paying jobs, but also increased demands for a better-educated and skilled workforce. As indicated in the needs section, the Texas Target Industry Cluster Initiative and Workforce Solutions data (2015) identified STEM (Information and Computer Technology) as a key industry cluster of job creation and economic development. Dallas area data (including DeSoto) indicates that Information and Computer Technology industry employment increased by 10,200 in 2016, a 16.0% gain from 2015. Collective forecasted growth for the target careers in the ICT cluster in the Dallas area is an estimated 26.5 % forecasted growth (Texas Workforce Commission). Occupations in Information Technology are among the fastest growing, high demand careers in the region. Table 2 below illustrates 2016-2017 targeted occupations for Dallas County as identified by Workforce Solutions Greater Dallas.

Table 2. 2016 – 2017 Targeted Occupations in Information Technology for Dallas County

Occupation	Dallas Area Employment	Forecasted Growth	Occupation	Dallas Area Employment	Forecasted Growth
Computer/Information Technology	4,720	23.2%	Network/Computer System Administrator	7,570	21.7%
Programmer	6,010	11.1%	Computer User Support	13,190	27.5%
Systems Analyst	10,070	30.7%	Information Security Analysts	1,450	46.4%
Software Developer	21,630	25.6%	Computer Occupations, other	3,710	15.8%
Database Administrator	2,490	23.6%	Operations Research Analyst	1,450	38.5%
Web Developer	1,630	24.0%	Health Information Tech	2,180	30.9%

DISD along with partners aims to positively impact the occupational outlook as well as enhance the educational experience of students enrolled in the ICT fields at the **DISD STEM/ICT ECHS**. This will be accomplished through the delivery of meaningful career and technical education courses, and a pathway of rigorous curriculum that: • Provides students with training to successfully gain employment in a high demand emerging ICT career by receiving hands-on training with access to the technology equipment currently being used at Technological facilities, Institutions and most IT related job sites; • Prepares students by offering them courses that are directly linked to a license, certificate or postsecondary (AAS) degree in a high demand job; and • Prepares students with skills required in high demand and emerging ICT occupations that are critical to state and local economy. It is the goal of the ECHS to serve a total of 393 students in grades 9-12 with training in Dual-Concurrent and CTE courses toward 60 credit hours and/or an AAS. Students will be prepared to meet the high demand of the emerging ICT field workforce through rigorous coursework and hands-on internships, practicums at Texas Instruments (TI) as well as have access to technology and equipment that is used in the ICT workforce. DISD, in concert with the local Workforce Solutions and business/industry partners such as TI, have collaboratively designed a program of study aimed at producing students that are life, college and career ready. Furthermore, high demand occupations have greatly influenced the offerings of specific career pathways offered that allow students to earn Associate of Applied Science degrees, industry certifications, and jump start to pursue Bachelor of Arts and Science degrees and beyond – which ultimately positively impacts the collective workforce of the greater Dallas and Desoto communities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the **INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team**.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the **INDUSTRY CLUSTER NAME Innovative Academy ECHS**.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the **INDUSTRY CLUSTER NAME Innovative Academy ECHS** in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

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As part of this initiative, DISD has entered into formal agreements with several businesses/industry partners in the local area in high-demand fields including Texas Instruments, City of DeSoto, and Charlton Methodist Hospital. Each partner has agreed to support the **DISD STEM/ICT ECHS**, committing to support school efforts as described below. (a) **Leadership Team:** Each partner has agreed to actively participate as a member of the **DISD STEM/ICT ECHS Leadership Team** which will serve as the planning and decision making team for the school. As part of the Leadership Team, partners have agreed to meet regularly to discuss and address issues of curriculum, school design, and sustainability. The Leadership Team will make key decisions regarding the school and curriculum design, industry experiences, professional development, operations, accountability, and continuous monitoring and improvement. (b) **Match Contribution:** Each industry partner has agreed to provide cash or in-kind contributions equal to 20%-25% of the total grant award. In-kind contributions vary by partner and include, but are not limited to: costs associated with providing internships, externships, apprenticeships, mentors, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in **DISD's STEM/ICT ECHS**; equipment utilization; facility utilization; and career training supplies, materials, and resources. (c) **Industry Partner Liaison:** Each industry partner has also agreed to designate a liaison representing its business entity. The Industry Liaison will interact directly and frequently with **DISD STEM/ICT ECHS** staff, ensuring the ongoing alignment of curricula and industry experiences to high-occupations in ICT. The Industry Liaison will further ensure that all participating students have access to industry training and all associated equipment, supplies, and materials necessary to ensure a successful learning experience. (d) **DISD STEM/ICT ECHS Curriculum Development:** As members of the **DISD STEM/ICT ECHS Leadership Team**, all partners have agreed to actively participate in the development of curriculum for the ECHS. As part of this effort, partners will ensure that the curriculum is appropriately aligned to marketable skills in ICT high-demand occupations. Courses of study may include industry recognized credentialing as part of the degree plan design. Partners have agreed to collaborate with DISD, Workforce Solutions, and partnering colleges to collectively design a course of study and curricula that ensures all students meet and exceed all performance standards to obtain a high school diploma and an Associate of Applied Science (AAS) degree or 60 hours of transferable college credit. (e) **Industry Experience Development:** Partners will provide **DISD's STEM/ICT ECHS** students with job skills training and applied learning opportunities in high-demand industries and occupations specifically designed to support them in successfully gaining employment in emerging ICT careers. Industry experience opportunities will be linked to a license, certificate, postsecondary credits (60 hours), or a postsecondary degree (AAS) in a high demand job and will include internships, externships, apprenticeships, mentorship programs, and/or career counseling. Industry experiences will raise industry and career awareness among participants and provide relevant, meaningful applied learning and real-world work activities and experiences that lead to opportunities in high-demand occupations. As previously discussed, partners will provide students with access to hands-on industry training with access to state-of-the-art technology equipment currently being used at high-tech facilities, institutions, and most ICT related job sites. Industry training will prepare students for success in both career and higher education, providing them with training and skills required in high demand and emerging ICT occupations. Career pathways offered through the **DISD STEM/ICT ECHS** will allow students to earn 60 hours of postsecondary credits, AAS degrees, and/or industry certifications, and will provide them with a head start in pursuing Bachelor of Arts and Science degrees and beyond.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 3: The **INDUSTRY CLUSTER NAME** Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all **INDUSTRY CLUSTER NAME** Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **DISD STEM/ICT ECHS** will ensure that 100% of its students have access to participation in a wide array of engaging industry experiences including technical job skills training, mentorship programs, internships, externships, apprenticeships, and other meaningful training and learning opportunities. As previously discussed, industry experiences will provide students with access to real-world, hands-on industry training, allowing student opportunities to apply what they are learning in the classroom, and providing them with marketable skills required in high demand occupations. **DISD STEM/ICT ECHS** industry partners including Texas Instruments, the City of DeSoto, and Charlton Methodist Hospital will deliver meaningful career and technical education courses and opportunities that provide students with training to successfully gain employment in an emerging ICT careers by receiving extensive job skills training with access to the technology equipment currently being used at Technological facilities, Institutions and most IT related job sites. Career-focused industry training will prepare students for high demand tech career fields such as Software Development, Information Systems Security, Web Development, Network Administration and more. **Industry Experiences in Degree-Related Skills Training:** In alignment with the Computer Information Systems degrees plans and certifications offered at CVC, industry partners will initially offer job skills training to coincide with Associate of Applied Science (AAS) degrees in Network Administrator and Support and Personal Computer Support. For example, **DISD STEM/ICT ECHS** students interested in pursuing an AAS in Personal Computer Support will receive equivalent skills training by industry partners in: troubleshooting software and hardware problems, implementing corrections where possible; evaluating new software and hardware; installing hardware and software, including equipment assembly and diagnostics; and assisting in the development and presentation of training courses for users. Students acquiring these marketable skills will be qualified to provide support for personal computer users in a corporate environment. **DISD STEM/ICT ECHS** students interested in pursuing an AAS in Network Administrator and Support will have opportunities to enhance their knowledge and skills as networking professionals through hands-on experiences with the following specializations: Convergence Technology, Cisco's Certified Network Associate (CCNA), Unix/Linux, Microsoft Technology Associate (MTA), Microsoft Certified Solutions Expert (MCSE) Server Infrastructure, Security, and Virtualization/ Cloud Computing. Depending on their specialization, **DISD STEM/ICT ECHS** students acquiring skills in this area, coupled with an AAS in Network Administrator and Support, will be eligible to take the Microsoft Technology Associate (MTA), MCSE (Microsoft Certified Solutions Expert, and/or Cisco Certified Network Associate (CCNA) credentialing exams. **Industry Experiences in Certificate-Related Skills Training:** In alignment with the Computer Information Systems certifications offered at CVC, industry partners will offer job skills training in the following high demand occupations: Help Desk/User Support Technician; Networking Support; Personal Computer Specialist; Personal Computer User; and Technology Support. Table 3 illustrates an example of job skills training that will be provided by industry partners to support certifications in Computer Information Systems. As students progress through high school, a wider array of industry experience coupled with more rigorous training and responsibility will be built into **DISD STEM/ICT ECHS** industry training.

Table 3. INDUSTRY TRAINING ALIGNED WITH COMPUTER TECHNOLOGY CERTIFICATIONS

Computer Information Systems Certifications	Description of Industry Experiences and Training
Help Desk/User Support	Will receive hands on training in lower level tech support skills needed to assist customers and clients. Students will field telephone calls, and email messages from customers seeking guidance on technical problems, diagnosing problems, and problem-solving.
Networking Support	Offers hands on training in multiple specialty options for networking systems engineers, database administrators and systems administrators. Provides preparatory training for various MCITP Administrator and Support Technician certification examinations.
Personal Computer Specialist	Provides in-depth training in suite package software, operating systems, hardware, networking, and Internet/web page development in PC-oriented environments.
Personal Computer User	Provides training for students interested in word processing, spreadsheets, database, presentation graphics, and PC operating systems software applications.
Technology Support	Provides hands on foundation support for all Computer Information Technology programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DISD will employ a Career Counselor specifically dedicated to only serving students that attend the **DISD STEM/ICT ECHS**. The Career Counselor will be responsible for guiding and supporting students in acquiring the knowledge and skills needed to succeed in postsecondary education and high industry careers while supporting the development of a college-going culture at the ECHS. Provided below are responsibilities of the Career Counselor. **Coordination of Texas Success Initiative Assessment (TSIA) College Placement Exam:** The Career Counselor will coordinate the administration of the TSIA for all incoming **DISD STEM/ICT ECHS** 9th-graders to assess college readiness and to enable students to begin college courses based on their performance as soon as they are able. The Career Counselor will also develop a plan for incorporating academic preparation classes and academic interventions (tutoring, study groups, etc.) to support student success on the TSIA. **Development of Individualized Graduation Plan:** An Individualized Graduation Plan (IGP) will be created for each student enrolled at the **DISD STEM/ICT ECHS**. The IGP will chart the student's course of study and pathway toward completion of a high school diploma and post-secondary credential simultaneously, as well as performance rates on state assessments. The Career Counselor will ensure that all ECHS students take the Accuplacer, PSAT and SAT exams. Once students have been tested, the Career Counselor will work in partnership with the students to set goals and develop academic and career plans aligned to their IGP. Through the development of the IGP, the Career Counselor will also guide and assist students with the process of making academic and career decisions by helping them choose an appropriate educational program and/or career. The Career Counselor will review each student's IGP bi-annually, with conversations including the student and his/her parent or guardian regarding the academic performance, completion, and persistence in coursework on the plan. The Counselor will ensure that the IGP for each student includes evidence that indicates the student has met college readiness associated with the TSIA. In some instances, the Career Counselor will work in cooperation with students to modify IGPs as deemed necessary by the Career Counselor, CVC designee, and student during advisement to support the student's success in completing the planned program of study. **Academic Advising:** The **DISD STEM/ICT ECHS** Career Counselor will be specially trained to serve and meet the unique needs of dual enrolled high school students experiencing college for the first time. In an 'advisor' role, the Career Counselor will work with students on a weekly basis to review IGPs and explore course options, college readiness goals and career goals. The **DISD STEM/ICT ECHS** Career Counselor will work in partnership with students, parents, and CVC Career Counselors, advisors, faculty, and staff to fully assist ECHS students in the development and pursuit of meaningful educational goals. Each semester the Career Counselor will advise and meet with **DISD STEM/ICT ECHS** students and their parents to discuss course offerings and programs offered the next semester and at the next grade level. The Career Counselor, in cooperation with ECHS teachers and staff, will assist in the preparation of students' degree audits, ensuring that students are offered flexibility in course completion. In the event core curriculum issues or concerns with a students' IGP or ICT requirements arise, the **DISD STEM/ICT ECHS** Career Counselor will work in collaboration with the student to foster success. **College Readiness Support:** All grade levels of **DISD STEM/ICT ECHS** will participate in college readiness activities, coordinate by the Career Counselor. All ECHS students will have access to workshops and sessions that help to increase their post-secondary knowledge. Activities will include, but not be limited to, access to financial aid fairs and workshops, college application drives, college representative visits, College Nights, and Career Fair opportunities. The Career Counselor will also coordinate more comprehensive college campus visits to partnering colleges and universities including CVC, University of North Texas, and University of Texas (Dallas). **Supporting Student Transfers to 4-Year Institutions:** To support students that plan to transfer to a four-year institution, the **DISD STEM/ICT ECHS** Career Counselor will work in cooperation with CVC advisors, CVC academic counselors, and students to provide pro-active support and consultation regarding transfer requirements and transferability of ICT courses to a four-year institution. The Career Counselor will also work with the ECHS students to ensure that four-year college recruiters are scheduled to meet with these students. **Coordinating Industry Experiences:** The Career Counselor will work with industry partners, including Texas Instruments, the City of DeSoto, and Charlton Methodist Hospital, to ensure that **DISD STEM/ICT ECHS** students have access to relevant, meaningful applied learning industry experiences that lead to opportunities in high-demand occupations. The Career Counselor will coordinate with industry partners to provide students with access to hands-on industry training with access to state-of-the-art technology equipment currently being used at high-tech facilities, institutions, and most ICT related job sites. The Career Counselor will collaborate with industry partners to ensure that industry experience opportunities afforded to **DISD STEM/ICT ECHS** students will be linked to a license, certificate, postsecondary credits (60 hours) or a postsecondary degree (AAS) in a high demand occupations such as ICT.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 5: The **INDUSTRY CLUSTER NAME Innovative Academy ECHS** must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the **INDUSTRY CLUSTER NAME Innovative Academy ECHS**. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DISD STEM/ICT ECHS students will complete a comprehensive program of study that includes a combination of dual, concurrent, foundation high school program state required coursework as well as career and technology (CTE) courses that prepare them to enter the high demand, high skilled market of the Texas Target - **Information and Computer Technology (ICT) Industry Cluster**. In addition to simultaneously taking the required CVC courses to fulfill an Associate of Applied Science (AAS) in ICT, **DISD STEM/ICT ECHS** will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade (as denoted below). With a strong focus on improving the academic and technical achievement of **DISD STEM/ICT ECHS** students, as well as forging strong connections between secondary and post-secondary education, DISD and partners have adopted this program of study that spans secondary and post-secondary education and includes a sequence of courses that are aligned to the high demand occupation and **ICT Career Cluster** as denoted in prior sections. In addition to the program of study, **DISD STEM/ICT ECHS** will provide activities that create a distinct college-going culture such as a summer bridge program related to ICT, participation in general and ICT related college activities, and college visits prior to entry in 9th and ongoing as students wish to pursue Bachelor of Arts and/or Science degrees. In order to ensure success in the completion of this course of study, each student will have an individual graduation plan, and be provided guidance and counseling throughout the duration of the program. This program of study is intentionally aligned with the ICT Industry Career Cluster through collaborative dialogue and aligned vision of the Leadership Team and the planning and decision-making team to include parental and community, business/industry, college/university, and local workforce solutions involvement. The course of study enables a participating student to receive a high school diploma (with endorsement(s) and either an Associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. Lastly, the ICT (state-recognized program of study) includes postsecondary education programs leading to associate degrees, opportunities for industry-recognized certifications/licensures, extended learning experiences including curricular, extracurricular, work-based learning, and service learning. Table 4 depicts a program of study that spans secondary and post-secondary education, including sequence of courses aligned with high demand occupations (ICT).

Table 4. Information and Computer Technology Program of Study

9 th	10 th	11 th S1	11 th S2	12 th S1	12 th S2	Post-secondary
English I	English II	English III	English III	ENG 1301 Composition	ENG 1302 Composition II	IT Specialized courses
Geometry	Algebra II	MATH 1332 Con- temporary Math	MATH 1324 Math for Bus	*Advanced Math	ITSW 1404 Intro to Spreadsheets	Networking, LAN/WAN, Computer Information Sciences,
World History	US History	US Gov't	Economics	ITSW 1401 Intro to Word Processing	ITSW 1407 Database	Programming, Systems Networking, Tele-communication,
Biology	Chemistry	Physics	*Advanced Science	ITSY 1400 Info Security	ITSC 2439 PC Desk Support	Information Technology/
Fine Arts	Spanish I	Spanish II	Spanish III/Elective	ITSW 1410 Graphics	ITCC or Other Elective	Security, Introduction to Computers,
PE/ Health	SPCH 1311 – Intro to Speech(S2)	HUMA 1315 Fine Arts Appreciation	ITNW 1425 PC Networking	ITCC Elective	ITCC or Other Elective	Educational/ Instructional Media Design
ITSC 1401 Intro to PC (S1)	(S2) ITSC 1405 PC Systems & ITSC 1406 Hardware	IMED 1416 Web Design I	*AAS Core Options for Math.: #2723 Advanced Quantitative Reasoning , MATH 1332- Contemporary Math I, #2918 Independent Study, MATH 1324- Math for Business & Social Science, #2619 Statistic, MATH 2342- Elementary Statistical Methods, #2850 Pre-Calculus (Sem 1) , MATH 314 - College Algebra, #2850 Pre-Calculus (Sem 2) , MATH 1316 - Plane Trigonometry. *Science Options are also provided at CVC			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously noted, the course of study enables a participating student to receive a high school diploma (with endorsement(s) and either an **associate's degree** or **60 semester hours** toward a baccalaureate degree during grades 9–12. The 60 semester hours will readily transfer into a University of North Texas (UNT) and University of Texas, Dallas (UTD) (partnering institution) or other institution of choice and allow for up to 4 semesters to achieve a Bachelor of Science or Arts degree. In order to support the seamless transition of students in pursuit of a transfer of credit hours to a 4 year institution, **STEM/ICT ECHS** conducts student progress checks (academic audits) every semester to ensure students stay on track to complete their college courses/HS credits. Students are supported with class assignments, and openly able to communicate with faculty about their degree plan. Opportunities are provided for students to stay connected with 4 year institutions. For example, 4-year university options are showcased to encourage students to continue in higher education. In addition, summer Bridge support programs are offered at partnering 4-year institutions. Career and educational planning based on individual student's chosen pathway and academic needs and interests is provided. **STEM/ICT ECHS** students will supported in order to transfer from **CVC to a 4-year Institution**, the institution will look at the courses taken and the grades earned at CVC/two-year College and decide how much credit to give each individual student. Each course being worth a certain number of credits, often three, and then it is unique to each student - to earn enough credits, usually 120, to graduate with a Bachelor of Science or Art in a chosen major. The following is a sample crosswalk toward a Bachelor of Arts degree with a major in information technology which is designed to provide a broad education so that the student can take advantage of a variety of ICT professional opportunities. The crosswalk below (Figure 1) identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school.

Figure 1. COLLEGE/POSTSECONDARY CROSSWALK
(within 2-3 years of graduating from high school)

STEM/ICT ECHS eligible transfer of *60 (or more) include but not limited to the following course work that is offered in a dual/concurrent MOU with DISD ECHS: SPCH1311, PHIL1301, ARTS 1301, MUSI 1306, DRAM1310, ITSC1301, PE1304, PE1304, ITSC1301, ENGL1301, ENGL1302, MATH1314, GOVT 2306, HIST1301, SPAN1411, HIST1302, GOVT2305, CHEM1412, PHYS1402, BIOL1407, CHEM1411, PHYS1401, BIOL1406, ENGL2327, ARTS1311, DRAM1351, MUSI1183, MRKG1311, SPAN1412, SOCI1301, ECON2301, MATH1316, ENGL2328.

*Courses are not inclusive of all electives that may be taken in grades 9-12

Year 5		Year 6	
ENGL 2342	ENGL 2322/ 2322	ENGL 2343	ENGL 2323/ 2333
BIOL 2406	CSCE 2050 - Computer Science III	Fundamentals of Information Security (BCIS 4630)	Business Policy (BUSI 4940)
MATH 1780 Probability Models	MATH 2710 Calculus I	MATH *Required	MATH *Required
CSCE 4890 - Directed Study	CSCE 4920 - Cooperative Education in Computer Science and Engineering	Distributed Systems and Teleprocessing (BCIS 4680)	Information Technology (BCIS 4690)
CSCE 4950 - Special Problems in Computer Science/ Engineering	CSCE 4940 - Special Computer Application Problem	BCIS Elective	Web Based Information Technologies (BCIS 4720)
CSCE 3605 - IT Systems/ Administration	Finance (FINA 3770)*	Organizational Behavior (MGMT 3720)*	CSCE Elective
CSCE 2615 - Enterprise Systems, Analysis and Design	CSCE Elective	CSCE 4905 - Capstone I	4925 - Capstone II

Major: A minimum of 54 semester hours, **Core:** 9 hours chosen from CSCE Courses, ***Math:** 6 Required Courses, **CSCE:** maximum of 6 hours of credit in CSCE 4890, CSCE 4920, CSCE 4940 or CSCE 4950 will count toward this degree, **Minor:** Optional, and **GPA:** at least 2.75 is required on all advanced computer science courses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 7: The **INDUSTRY CLUSTER NAME Innovative Academy ECHS** must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: **INDUSTRY CLUSTER NAME Innovative Academy ECHS** liaison
- d. Industry Partner: **INDUSTRY CLUSTER NAME Innovative Academy ECHS** liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **DISD STEM/ICT ECHS** will develop and maintain a Leadership Team which will serve as the planning and decision making team for the school, ensuring that the school implements strategies and activities that create a distinct college-going culture. The Leadership Team will consist of the following representatives: (a) District: DISD Superintendent of Schools, Assistant Superintendent of Curriculum, Instruction and High Schools, Executive Director of Innovative Programs, and **DISD STEM/ICT ECHS** Principal; (b) Primary Dual Credit Partner: CVC President, Provost, Dean of College of Education, and ECHS Liaison; (c) College/University Partners: CVC **DISD STEM/ICT ECHS** Liaison and University of North Texas Mentor/Advisor; (d) Industry Partners: Texas Instruments, City of DeSoto, and Charlton Methodist Hospital **DISD STEM/ICT ECHS** Liaisons; (e) Parent(s)/Community Member(s). DISD's Superintendent of Schools and CVC President have agreed upon the vision for the **DISD STEM/ICT ECHS** and Leadership Team. As part of the Leadership Team, all partners have agreed to meet regularly to discuss and address issues of curriculum, school design, and sustainability. Utilizing the vast array of expertise, the Leadership Team will make key decisions regarding the school and curriculum design, industry experiences, professional development, operations, accountability, and continuous monitoring and improvement. **Curriculum Development**: Leadership Team members will actively participate in the development of curriculum for the ECHS, ensuring that the curriculum is appropriately aligned to marketable skills in high-demand ICT occupations. Leadership Team members will collectively design a course of study and curricula that ensures all students meet and exceed all performance standards to obtain a high school diploma and an Associate of Applied Science (AAS) degree or 60 hours of transferable college credit. The Team will also coordinate with higher-education partners to provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development. **Industry Experiences**: The Leadership Team will ensure that **DISD STEM/ICT ECHS** students have access to engaging and meaningful real-world industry experiences in high-demand occupations including job skills and career readiness training, internships, externships, apprenticeships, mentorship programs, etc. The Leadership Team will ensure that industry experience opportunities will be linked to a license, certificate, postsecondary credits (60 hours), or a postsecondary degree (AAS) in a high demand job. **Parent/Community Involvement**: DISD values the opinions and involvement of parents and community in the provision of high quality academic programming and will solicit their participation in the Leadership Team, encouraging their input in designing strategies that support high school completion and success. Involvement and feedback will be encouraged from parents who are not part of the Leadership Team, as well. For example, parent/community satisfaction surveys will be regularly administered to solicit feedback regarding **DISD STEM/ICT ECHS** programs and services. Parents/community members will also be afforded an opportunity to raise school-related issues, concerns, or questions at Leadership Team meetings. The Leadership Team will ensure that students and their parents are supported and guided immediately upon student recruitment and throughout a student's participation in the **DISD STEM/ICT ECHS**. School information will be regularly disseminated to parents and the community to ensure they are well-informed about all **DISD STEM/ICT ECHS** matters, opportunities etc. The Leadership Team and ECHS staff will also host special evening sessions throughout the school year to support students and their parents, answer questions, and solicit feedback regarding the school. **Leadership Team Meetings**: Leadership Team meetings will be held at least quarterly to address topics, areas, issues, or concerns related to the school as well as provide new information including availability of new courses, industry opportunities, and services to support ongoing student success such as tutoring, mentoring, etc. Meetings will include a review of school data and quarterly reports to assess progress accomplished towards objectives, program strengths, accomplishments, challenges, and concerns. The Leadership Team will solicit feedback, suggestions, and input regarding program operations from other team members as well as from parents and community members. In the event issues, challenges, or barriers are identified that hinder **DISD STEM/ICT ECHS** success, an action plan will be developed immediately to address issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the **INDUSTRY CLUSTER NAME Innovative Academy ECHS** beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been the ongoing practice of DISD to implement and sustain promising and innovative educational programs that are effective for all learners to succeed academically, particularly its student population of predominantly minority students of color (African American and Hispanic) who are at-risk, economically disadvantaged, English Learners, and first-generation college students. The district will continue its sustainability efforts with the **DISD STEM/ICT ECHS**. DISD's efforts toward sustainability has been enhanced by the higher education, workforce development board, and industry partners who have contributed extensive expertise and experience in particular content areas related to school design, curriculum support, academic rigor, leadership initiatives, high-demand occupations and programs of study, career readiness training and industry experiences, and overall student achievement. Through its existing innovative educational initiatives such as GEAR UP and iSTEAM3D, DISD currently maintains close working relationships with Cedar Valley College (CVC), Texas Instruments, City of DeSoto, and Charlton Methodist Hospital. Ongoing dialogue and collaboration between **DISD STEM/ICT ECHS** and partners have opened up additional learning and training opportunities for students, educators, and administrators. Collaboration with these network of partners has resulted in the design and future implementation of: alignment, development, and integration of STEM/ICT curricula and lesson plans in high-demand occupations; incorporation of technology-based instructional and learning strategies and resources; and establishment of ongoing technical assistance and professional development opportunities for **DISD STEM/ICT ECHS** teachers and administrators. Further, partners have established additional organizational relationships, fostered community support and resources, and introduced an innovative perspective to **DISD STEM/ICT ECHS** activities and services based on academic best practices, pedagogical knowledge, and industry experience. Additionally, industry partners have agreed to support the initiative during the grant period through a 20% - 25% in-kind match consisting of valuable resources such as costs associated with internships, externships, apprenticeship programs, equipment, mentors, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the **DISD STEM/ICT ECHS**. As part of its ongoing sustainability plan, DISD has requested that these partners continue to support the **DISD STEM/ICT ECHS** throughout the grant period and beyond. **Maximizing/Leveraging Current Resources:** DISD will also maximize all current district resources including those from projects of similar scope. As previously discussed, DISD will leverage resources (as allowable) from current programs including its seven-year GEAR UP grant which currently supports the districts' Linking Education To Success (LETS) GEAR UP program and the three-year Investing in Innovation (i3) Fund grant which supports its iSTEAM3D initiative. Both grants are funded by the US Department of Education. Through these initiatives, DISD has established strong partnerships with multiple institutions of higher education, industry partners, and the workforce development board through which the district will further leverage to sustain **DISD STEM/ICT ECHS** activities. Support may include, but is not limited to: ongoing curriculum development aligned with high-demand industries; educational instruction, resources, and materials; industry training and learning experiences for students (i.e. job skills training, mentorship program, internships, externships, apprenticeships, etc.); use of facilities (classroom space, science/computer labs, libraries, etc.) to support student learning; and technical support. **Outreach/Marketing Campaign:** DISD and partners will execute an extensive outreach and marketing campaign to promote ongoing community support of and funding for the **DISD STEM/ICT ECHS**. Information describing the school will be disseminated via social media, district and campus web-pages, school newsletters, emails/eblasts, announcements at school meetings, and letters and emails to institutions of higher education, related industries, and businesses throughout the community who can support **DISD STEM/ICT ECHS** activities via in-kind or financial support. District and **DISD STEM/ICT ECHS** Leadership Teams will also conduct presentations at local City of DeSoto and Chamber of Commerce open meetings to solicit additional support as well as encourage the development of relationships that can leveraged to sustain programming. DISD's highly experienced Development Department will also support sustainability efforts by aggressively seeking funding and other opportunities through the support of local corporations, industries, institutions of higher education, philanthropists, and foundations, as well as through the ongoing submission of grant applications for local, state, and federal funding opportunities. Evaluation findings will be used to demonstrate to potential funders and partners the effectiveness of **DISD STEM/ICT ECHS**' services and programs on student achievement outcomes to substantiate sustainability efforts. Evaluation findings will build credibility in the community that the **DISD STEM/ICT ECHS** provides vital academic and career readiness programming for local students that deserves ongoing support. Utilizing all of these methods, DISD is confident that collaborations with local community partners will support the ongoing implementation of **DISD STEM/ICT ECHS** programming.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NOT APPLICABLE. The DISD STEM/ICT ECHS is not a new Early College High School.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18--Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057906

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1	NOT APPLICABLE.		\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1	NOT APPLICABLE.	
2		
3		
4		
5		
6		
7		
8		
9		
10		

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Cedar Valley College and DeSoto ISD

Early College High School Articulation Agreement

Appendix 1:

Program Related Document

DeSoto ISD ECHS

Articulation Agreement

DeSoto ISD and Cedar Valley College



Cedar Valley College

You're Closer Than You Think

October 24, 2016

Dr. David C. Harris
Superintendent of Schools
DeSoto Independent School District
200 E. Belt Line Road
DeSoto, Texas 75115

Dear Dr. Harris:

I understand that DeSoto ISD is applying for funding through the Texas Education Agency's 2016-2018 STEM Innovative Academy – the Next Generation of Early College High Schools. I am aware that this schools grant program provides supplemental funding to partnerships that include collaboration between Texas independent school districts, public institutions of higher education, and industry partners to implement new or enhance existing Early College High School (ECHS) campuses, with a purpose of developing and implementing applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn postsecondary course credit prior to high school graduation. Thank you for considering Cedar Valley College as a key partner in this very worthwhile initiative.

Cedar Valley College is committed to ensuring that students in this region and throughout Texas have access to the highest quality of education and applied learning experiences. As part of the proposed initiative, Cedar Valley College faculty and staff look forward to working in partnership with DeSoto ISD to implement the proposed DeSoto STEM ECHS. Upon grant award, Cedar Valley College agrees to work in collaboration with DeSoto ISD to develop and implement an articulated agreement between both entities through which participating high school students would be provided access to postsecondary educational and training opportunities at Cedar Valley College. The articulation agreement will address and include provisions for curriculum alignment, instructional materials, the instructional calendar, courses of study, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments under TEC, Chapter 39, Subchapter B.

Upon grant implementation and signing of a formal agreement, Cedar Valley College commits to accept all college credit hours earned by high school students who attend the DeSoto STEM ECHS. A major goal of this project will be to ensure that students earn relevant credit hours equal to an Associate's degree and that those hours transfer to Cedar Valley College and other institutions of higher education. Cedar Valley College faculty and staff will actively participate in the development of curriculum for the DeSoto STEM ECHS to ensure that curriculum is appropriately aligned to marketable skills in identified high-demand occupations. Focus on accelerated coursework and articulation agreements between DeSoto ISD and Cedar Valley College will be key to this goal.

Cedar Valley College looks forward to working in partnership with DeSoto ISD to implement this engaging, innovative STEM ECHS through which students will be provided with a wide array of innovative educational and learning opportunities. Cedar Valley College is confident that this collaboration will increase meaningful postsecondary and career programs that lead to opportunities in high-demand occupations in targeted industry clusters.

Sincerely,


Joseph Seabrooks, Ph.D.
President

3030 North Dallas Avenue, Lancaster, Texas 75134
Phone: 972/860-8201
www.dcccd.edu/cvc/cvc.htm

Member of the Dallas County Community College District

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

**MEMORANDUM OF UNDERSTANDING BETWEEN
CEDAR VALLEY COLLEGE
AND
DESOTO INDEPENDENT SCHOOL DISTRICT RELATING TO
EARLY COLLEGE HIGH SCHOOL**

THIS Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Cedar Valley College, a Texas political subdivision of higher education, (hereinafter referred to as "College"), and DeSoto Independent School District, (hereinafter "DeSoto ISD"), a Texas Political subdivision of secondary education, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code,

WHEREAS, the parties have agreed to this MOU regarding the continuation of the DeSoto Early College High School beginning the fall 2017 academic year, serving grades 9-12;

WHEREAS, Services under this MOU are targeted towards low-income students, minority students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, students for whom the cost of college is prohibitive; and

WHEREAS, under this MOU, DeSoto Early College High School are small schools with enrollments of 400 or fewer students who will be allowed to earn both a high school diploma as well as a post-secondary credential simultaneously. The student will be able to earn a stackable credential that includes Level II certificates, at least 60 credit hours toward an Associate of Arts (AA) or an Associate of Applied Science (AAS) degree; and

WHEREAS DeSoto Early College High School will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, will improve academic performance and self-concept, and will increase high school and college/university completion rates;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

1. **Guiding Principles:** The College and DeSoto ISD alliance will function with the following principles:
 - a) Establishment of a mutually beneficial partnership between College and DeSoto ISD that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
 - b) Collaboration in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
 - c) Provision of rigorous college readiness, dual credit, technical, and early college credit courses.
 - d) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
 - e) Location of the Early College High School grades 9-10 DeSoto Early College High School campus and as feasible on the Cedar Valley College campus for grades 11-12.
 - f) Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
 - g) Selection of students based on the intent of the program, and reflects the diversity of the region served by the DeSoto Early College High School.
2. **Scope of Agreement and Limitations of Authority:** The Scope of the Agreement and the parties agree as follows:
 - A. **Governance:**
 - (1) The DeSoto Early College High School will:
 - a. Be governed by DeSoto ISD and subject to DeSoto ISD's, state and federal policies; and
 - b. Operate within the rules and guidelines established by the Texas Education Agency ("TEA") and DeSoto ISD; and
 - c. Operate within the normal operating hours of the college and/or DeSoto ISD as mutually agreed upon by the parties.

- (2) The Principal/Program Director will:
- a. Within the rules and guidelines established by TEA, DeSoto ISD, and DCCCD, will have the authority to implement:
 - (1) Staffing;
 - (2) Budget;
 - (3) Student assessment, curriculum and scheduling;
 - (4) Professional development;
 - (5) Access to school and student data for ECHS college students with permission of the College; and
 - (6) Parent and community involvement consistent with the mission and needs of the school.
 - b. Will report to DeSoto ISD's Superintendent or his/her designee through the established DeSoto ISD governance structure; and will collaborate with the Cedar Valley College president on matters related to the ECHS.
 - c. Is the primary contact of and spokesperson for the DeSoto Early College High School with the community and College partners.
- (3) DeSoto Early College High School Leadership Team:
- a. Serves as an advisory committee to the Superintendent and Principal in establishing policies and developing a coherent program across institutions.
 - b. Membership on the Council will include, but not be limited to, the following representatives:
 - [1]. Superintendent, Associate Superintendent of Curriculum and Instruction, or equivalent position, Career and Technical Education Director, and DeSoto ECHS Principal or Director;
 - [2]. Primary dual credit partner: CVC President, Provost, Dean of College of Education, and DeSoto ECHS liaison;
 - [3]. Other college or university partners: DeSoto ECHS liaison;
 - [4]. Business/Industry Partners: DeSoto ECHS liaison.
 - [5]. The council will have a composite of no more than 15 members.
 - [6]. The specific membership of DeSoto STEM Early College High School Leadership Team will be determined by DISD's Superintendent and CVC's President.
 - c. DISD-STEM ECHS Leadership Team's Roles/Responsibilities. The DeSoto ECHS Leadership Team will meet quarterly to provide assistance:
 - d. [1]. in assessment of instructional and programmatic activities;
 - e. [2]. to identify problems, issues and challenges; and,

[3]. to make recommendations to the Principal for effective coordination and collaboration in the planning and continual development of the DeSoto ECHS Program.

B. Awarding Credit for Courses:

The College will award credit for courses for which Course Articulation Agreements have been approved. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and TEA requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected on the DeSoto Early College Interlocal Agreement and Dual Credit Articulation Agreement. If the State changes course offerings, then the appropriate change may be made. The College shall be solely responsible for properly documenting all information on the course matrix.

C. Courses of Study: The DeSoto ECHS and CVC shall provide a course of study that enables a participating student to receive a high school diploma and either an Associate's degree or 60 semester hours towards a baccalaureate degree during grades 9-12. CVC will give credit for courses taken for dual credit for which Dual Enrollment Courses Agreements have been approved with primary emphasis on the Core Curriculum requirements for all Associate of Arts (AA) or an Associate of Applied Science (AAS) degree. DeSoto ECHS students will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the Core Curriculum, courses for field of study programs can be completed according to the College's suggestion of course sequencing. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level.

D. Course Compliance: CVC is responsible for involving faculty teaching the discipline in overseeing College course selection and implementation in the high school to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where the College offers courses. Syllabi, course outlines, and departmental requirements will be completed as determined for courses that are offered for college credit, under the provisions of this agreement. CVC will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Dual Enrollment Course Agreement and the standards established by the State, applicable Accrediting Body (Southern Association of Colleges and Schools, The Texas Education Agency), CVC, and DeSoto ISD.

- E. Curriculum Alignment:** The DeSoto ECHS and CVC shall maintain curriculum alignment through cross-walks for each academic degree plan. DeSoto ISD will provide CVC with programs of study of interest. CVC will regularly update the DeSoto ECHS counselor and principal regarding CVC curricular changes. DeSoto is responsible for ensuring that state course requirements for high school graduation are fulfilled.

DeSoto ISD's curriculum pathway in STEM fields include endorsements in Engineering, Computer Science, Health Science, and Technology.

(1). Engineering Endorsement:

- a. The Engineering endorsement allows students to apply the engineering design process by using industry software and technology throughout their course of study.
- b. Investigate and learn different engineering disciplines before beginning college or industry careers.

(2). Computer Science Endorsement:

- a. The Computer Science endorsement encourages students to explore programming concepts using different languages such as C, C++, Java, Greenfoot IDE, Java Script, Python, Website design (HTML, CSS & Java Script), MIT App Inventor, & IOS App (XCode IDE).

(3). Health Science Endorsement:

- a. The Health Science Technology endorsement allows students to investigate and examine the therapeutic, diagnostic, health informatics, support services, biotechnology research and development systems of the health care industry.

(4). Technology Endorsement:

- a. A Capstone project is required for all student to complete the STEM Endorsement Pathway. Students will be able to identify an issue, research, design and test a solution to present to a panel of industry professionals.

- F. Administration of Statewide Instruments and College Assessments:** The DeSoto ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In addition, the DeSoto ECHS must administer a Texas Success Initiative (TSI) college placement exam, such as the Texas Higher

Education Assessment (THEA) and Accuplacer, to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing. CVC will assist the DeSoto ECHS in the administration of the TSI college placement exam.

- G. **Instructional and Supplemental Materials:** Only College approved textbooks, syllabi, and course outlines, applicable to the courses when taught by CVC/credentialed or other instructional venues, shall apply to the courses available under this MOU. All textbooks and supplemental materials required for classes, as determined by the agreed upon courses that shall be provided by DeSoto ISD. College approved textbooks purchased by DeSoto ISD may be used for the time period consistent with local CVC practices.
- H. **Instructional Calendar:** CVC and DeSoto ISD will establish an instructional calendar for the DeSoto ECHS that is consistent with the needs and requirements of both parties. The college calendar and operational hours shall take precedence over the DeSoto ISD calendar and operational hours.
- I. **Eligibility of Students for Higher Education Financial Scholarship:** DeSoto ECHS students are eligible for financial scholarship for courses taken outside of the course offerings at the ECHS. Tuition and fees are waived when students enroll in classes to advance within their selected degree plans. Courses can be taken during a regular (fall or spring) semester or summer and may include non-traditional course offerings such as distance education courses. Enrollment in courses outside of the student's selected degree plan will require approval from the DeSoto ECHS and CVC prior to enrollment in the course.
- J. **Recruitment and Enrollment of Students:** Student recruitment of eighth graders will occur annually. Upon request, CVC and DeSoto ISD will assist with recruitment, enrollment and retention for all students who are qualified and wish to enroll in DeSoto ECHS.
- K. **Student Attendance:** DeSoto ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Therefore, absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessment days), are in violation of the contract between the DeSoto ISD, DeSoto ECHS, CVC and the Texas Higher Education Coordinating Board (THECB).

- L. Grading Periods and Policies:** Semester grades and grading policies are outlined in each instructor's course syllabus. DeSoto ECHS students will be informed by the instructor of academic progress/grade status prior to the Last Day to Drop/Withdraw at CVC. DeSoto ECHS students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the college course does not result in a withdrawal from the high school course or ECHS. DeSoto ECHS personnel are responsible for advising ECHS students concerning academic progress in the high school component of the course.

All grade reports for all students will be produced and disseminated no later than 72 hours (3 business days) following the end of the academic term according to the published schedule. Grades are due in the Office of Admissions by the published date and time. Term and cumulative GPA's will be reflected on grade reports. All transcript corrections due to major change or repeat course are updated prior to the next grade reporting period. CVC's Registrar will provide appropriate security and confidentiality measures for the reporting and posting of grades and the maintenance of transcripts.

DeSoto ECHS shall follow DeSoto ISD policy as to the weighing system for the college grade for the ECHS student's final high school grade point average (GPA).

DISD-STEM ECHS students are expected to meet academic standards for coursework completed at CVC. Students who fail to maintain a cumulative grade point average (GPA) of 2.00 (C average) are considered scholastically deficient and can be placed on early academic alert, mandatory intervention or academic suspension as appropriate by CVC or the DISD-STEM ECHS. All grade points earned by a student will be included in the computation of the current semester grade point average. All grade points earned by a student will be included in the computation of the cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation. Good Standing, Early Academic Alert, Mandatory Intervention, and Academic Suspension are determined each regular (Fall or Spring) semester on the basis of the student's current semester grade point average and academic standing requirements are listed in CVC's Academic Catalog. Early Academic Alert, Mandatory Intervention, and Academic suspension at the College may last for one regular fall or spring semester. Students placed on Early Academic Alert, Mandatory Intervention, and Academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing. Continued enrollment in the DISD-STEM ECHS and CVC will be evaluated according to the process developed by DISD and CVC.

DISD-STEM ECHS students registering for a course for which they have earned a grade of D, F, or W at CVC, will be required to participate in mandatory advising/counseling and comply with the stated provisions included in the Student Success Agreement: Academic Improvement Plan or Probation Contract. Students not participating in mandatory advising requirement will have an administrative hold placed on their record. The hold, which will prevent registration, will be removed upon completion of the mandatory advisement session and completion of a Student Success Agreement: Academic Improvement Plan or Probation Contract. Students registering more than two times for a course for which they previously have earned a grade of D, F, or W at CVC will be limited to enrolling in no more than 13 credit hours during the fall and spring terms and seven credit hours during each of the summer terms. Exceptions to the credit hour limit will require the approval of the Division Dean over the repeated course.

D. Duties of College:

- (1.) Participate in joint decision-making procedures that allow for planning and implementation of a coherent program across institutions;
- (2.) Participate in collecting, sharing, and reviewing of student data to assess the progress of DeSoto ECHS;
- (3.) Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the high schools;
- (4.) Ensure that course guidelines are followed;
- (5.) Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- (6.) Ensure the curriculum includes the required 15 SCH of general education courses for an AA or AAS degree;
- (7.) Designate personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and DeSoto ISD;
- (8.) Pay salaries of instructors who teach college courses;
- (9.) Provide vertical and horizontal articulation support with the DeSoto ECHS Design Team for DeSoto ECHS students; and

- (10.) Work in partnership with Early College High School Leadership Team to develop a sustainability plan to ensure that the school will continue to meet the goals of the DISD-STEM ECHS beyond the period of the grant program.
- (11.) Certify and evaluate faculty responsible for the college curriculum. Faculty must meet all criteria established for credit instruction for the DCCCD including SACSCOC criteria.
- (12.) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and normal and usual documentation will be completed.

E. Duties of DeSoto ISD: DeSoto ISD shall have the following duties:

- (1.) Participate in joint decision-making procedures that allow for planning and implementation of a coherent program across institutions;
- (2.) Participate in collecting, sharing, and reviewing of student data to assess the progress of DISD-STEM ECHS;
- (3.) Shall pay for tuition, fees, and required textbooks to the extent those charges are not waived by partnering Institutions of higher education;
- (4.) Involve College Faculty who teach dual credit (excluding End-of-Course (EOC) tested courses) courses in design and implementation of these courses to assure that course goals enable students to master the State of Texas Assessments of Academic Readiness (STAAR).
- (5.) Pay the salaries of instructors employed by DeSoto ISD who teach in the high school;
- (6.) Ensure that all DISD high school courses are in the students' Individual Graduation Plan for Dual Credit; and
- (7.) Work in partnership with DeSoto ECHS Leadership Team to develop a sustainability plan to ensure that the school will continue to meet the goals of the DeSoto ECHS beyond the period of the grant program.

F. Faculty: Faculty meeting TEA and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by College and DeSoto ISD.

- (1) Faculty provide by College:
 - a. And teaching College courses must meet the College's academic credentialing requirements; and

b. Will teach dual credit courses which are not a part of the state's End-of-Course testing program.

(2) Faculty provided by DeSoto ISD:

- a. May be designated, if appropriate and meet academic credentialing requirements, as College Adjunct faculty, and
- b. Will teach high school courses and STAAR EOC tested dual credit courses.

G. Classroom and Office Facilities:

- (1) High school credit and dual credit courses for 9th and 10th graders will be conducted at DeSoto Early College High School, and 11th and 12th grade courses will be conducted as feasible at Cedar Valley College.
- (2) College will negotiate with DeSoto ISD logistical needs and office space for use by faculty and staff.
- (3) High School students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated earlier.
- (4) Students, faculty, and staff may attain a College identification card.
- (5) Classroom selection will be mutually approved by the parties. Maintenance, repair and setup of classroom spaces at College will be paid by the College.

H. Tuition and Fees: College will waive tuition and fees for DeSoto Early College High School students enrolled in dual credit courses based on the Course Articulation Agreement.

I. Student Code of Conduct: Early College High School students, faculty and staff shall adhere to:

- (1) Policies of DeSoto ISD;
- (2) Policies of the College;
- (3.) Policies in the DeSoto Board of Trustees and DCCCD Board of Trustees Policies and Administrative Procedures Manual; and
- (4.) CVC will provide the same security to high school students that it provides to CVC students.

J. Media and Public Relations: Media and public relations regarding the DeSoto Early College High School will be managed according to DeSoto ISD and College protocols.

3. **Title IX Compliance:** Consistent with Title IX of the Education Amendments of 1972 and DCCCD Board policy and procedures, the college Title IX Coordinator shall address any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty and staff; or between non-affiliated persons participating in a DCCCD sponsored program or event.
4. **Liability of Parties:** Without waiving any defenses including governmental immunity, each party to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties of this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise to any third party.
5. **Term:** Subject to prior termination or revocation of this MOU as provided in section 5 of this MOU, the initial term of this MOU is in full force and effect for a period of one (1) year. This MOU begins on the date of signature by both parties and continues through the initial term and any subsequent renewal terms. It may be renewed for (2) one-year terms. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, CVC shall review this MOU and DISD may renew this MOU on approval of CVC.
6. **Right of Revocation:** Either party may terminate this MOU on 120 days' written notice to the other party. Termination may occur immediately upon the breach of this MOU by one of the parties. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the College or DeSoto ISD, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. This Agreement may also be terminated immediately if DeSoto ISD has not received authority for ECHS renewal from the Texas Education Authority ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code. If this MOU is terminated during an academic term, students enrolled in classes under this MOU will be allowed to finish their coursework.
7. **Assignment:** Neither party may assign their interest in this MOU without the written permission of the other party.

8. Limitations of Authority:

- A. Neither party has authority for and on behalf of the other except as provided in this MOU. No other authority, power, partnership, use of rights are granted or implied.
- B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the DCCCD and DeSoto ISD. Any representations, promises, or guarantees made but not stated in the body of this Agreement are null and void and of no effect.
- C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement. Changes to this Agreement are subject to the approval of the DCCCD Legal Department.
- D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

9. Waiver: The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

10. Applicable Law: This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

11. Venue: Venue to enforce this Agreement shall lie exclusively in Dallas County, Texas.

12. Miscellaneous Provisions:

- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
- B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this MOU shall comply with all Federal, State and local laws.
- C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this MOU, the new guidelines shall prevail and shall cause the parties to execute an amendment to the IA if necessary.
- D. Colleges and DeSoto ISD are parties to a Data Sharing Agreement with each other and provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

- 13. Notices:** Notices given pursuant to this Agreement shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid

Cedar Valley College

To: Dr. Joe Seabrooks
President
Cedar Valley College
3030 North Dallas Ave
Lancaster, TX 75134
972-860-8050
jseabrooks@dcccd.edu

DeSoto Independent School District

To: Dr. David Harris
Superintendent of Schools
DeSoto ISD
200 E. Belt Line Rd.
DeSoto, TX 75115
972-223-6666
David.harris@desotoisd.org

Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.

- 14. Nondiscrimination:** Parties to this Agreement shall not discriminate in this Program on the basis of race, gender, color, national origin, age, disability, religion, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

- 15. Parol Evidence and Status of Agreement:** This Agreement represents the entire Agreement of the parties and there are no representations, inducements, promises, agreements, arrangements or undertakings, oral or written, between the parties to this Agreement other than those set forth in this Agreement and duly executed in writing.

Signatory Clause: The individuals executing this Agreement on behalf of the District and DeSoto ISD acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement hereto. This Agreement shall not become effective until executed by each party. Therefore, the parties to this Agreement shall begin their respective duties only after the last party has signed and dated this Agreement. THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in paragraph 5. Term of this Agreement.

CEDAR VALLEY COLLEGE

By: _____

Dr. Joe Seabrooks
President

10/31/16

Date

DE SOTO INDEPENDENT SCHOOL DISTRICT

By: _____

Dr. David C. Harris
Superintendent

10/31/16

Date

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

**INTERLOCAL AGREEMENT BETWEEN
THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND
DESOTO INDEPENDENT SCHOOL DISTRICT RELATING TO
EARLY COLLEGE HIGH SCHOOL**

THIS INTERLOCAL AGREEMENT (hereinafter referred to as "IA") is made and entered into by and between the Dallas County Community College District (hereinafter referred to as "DCCCD"), a Texas political subdivision of higher education, on behalf of Cedar Valley College (hereinafter referred to as "College"), and DeSoto Independent School District, (hereinafter "DeSoto ISD"), a Texas Political subdivision of secondary education, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code,

WHEREAS, the parties have agreed to this IA regarding the continuation of an Early College High School beginning the fall 2016 academic year, serving grades 9-12;

WHEREAS, Services under this IA are targeted towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, students for whom the cost of college is prohibitive, and students whose enrollment is not based on merit, discipline, attendance, or teacher recommendation; and

WHEREAS, under this IA, Early College High Schools are small schools with enrollments of 400 or fewer students who will be allowed to earn both a high school diploma and an Associate's Degree, or alternatively, two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, will improve academic performance and self-concept, and will increase high school and college/university completion rates;

NOW, THEREFORE, the parties to this IA mutually agree to the following:

1. **Guiding Principles:** The College and DeSoto ISD alliance will function with the following principles:
 - a) Establishment of a mutually beneficial partnership between College and DeSoto ISD that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
 - b) Collaboration in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
 - c) Provision of rigorous college readiness, Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.
 - d) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
 - e) Location of the Early College High School grades 9-10 DeSoto Early College High School campus and as feasible on the Cedar Valley College campus for grades 11-12.
 - f) Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
 - g) Selection of students that reflects the diversity of the region served by the Early College High School.
 - h) Follow Texas Higher Education Coordinating Board Rules relating to Dual Credit which are incorporated into this Agreement by reference as Attachment A, consistent with TEC 29.908.
2. **Scope of Agreement and Limitations of Authority:** The Scope of the Agreement and the parties agree as follows:
 - A. **Governance:**
 - (1) The Early College High School will:
 - a. Be governed by DeSoto ISD and subject to DeSoto ISD's, state and federal policies; and
 - b. Operate within the rules and guidelines established by the Texas Education Agency ("TEA") and DeSoto ISD; and
 - c. Operate within the normal operating hours of the college and/or DeSoto ISD as mutually agreed upon by the parties.
 - (2) The Principal will:
 - a. Within the rules and guidelines established by TEA, DeSoto ISD, and DCCCD, will have the authority to implement:
 - (1) Staffing;
 - (2) Budget;

- (3) Student assessment, curriculum and scheduling;
 - (4) Professional development;
 - (5) Access to school and student data for ECHS college students with permission of the College; and
 - (6) Parent and community involvement consistent with the mission and needs of the school.
- b. Will report to DeSoto ISD's Superintendent or his/her designee through the established DeSoto ISD governance structure; and will collaborate with the Cedar Valley College president on matters related to the ECHS.
 - c. Is the primary contact of and spokesperson for the Early College High School with the community and College partners.
 - d. Serve as the manager of any grant by the Texas Education Agency.
- (3) Early College Advisory Committee:
- a. Serves as an advisory committee to the Principal in developing a coherent program across institutions.
 - b. Includes, but is not limited to, representatives of DeSoto ISD, which are DeSoto Early College High School Committee Site-Based Decision Making Committee ("SBDM"), College, and representatives of the Educate Texas. The specific membership of the Early College Advisory Committee will be determined by the Superintendent of DeSoto ISD, the President of College, the Principal of DeSoto Early College High School, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. Awarding Credit for Courses:

The College will award credit for courses for which Course Articulation Agreements have been approved. A list of aligned high school and college courses are incorporated into this Agreement by reference as Attachment B. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and TEA requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected on the Dual Credit Articulation Agreement. Within the scope of this Agreement provision but not later than the start of the semester, courses may be added or revised within the following parameters without Board approval:

- a. Through an oversight, the parties inadvertently omitted classes from the course matrix that they previously agreed to include;
- b. A typographical, transcription on course identifiers, or other minor editing error; and

- c. If the State changes course offerings, then the appropriate change may be made. The College shall be solely responsible for properly documenting all information on the course matrix.

C. Duties of College:

- (1) Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the high schools;
- (2) Ensure that course guidelines are followed;
- (3) Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- (4) Designate personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and DeSoto ISD;
- (5) Pay salaries of instructors who teach college courses; and
- (6) Provide an area per DeSoto ISD, state and federal requirements that Students may eat the breakfast and lunch meals that DeSoto ISD provides, as enumerated under paragraph 1.D. (3)., Infra, of this IA.
- (7) Collaborate with DeSoto ISD employees serving as administrators on the College campus.
- (8) Provide the same security to high school students that it provides to College students.

D. Duties of DeSoto ISD: DeSoto ISD shall have the following duties:

- (1) Involve College Faculty who teach dual credit (excluding End-of-Course (EOC) tested courses) courses in design and implementation of these courses to assure that course goals enable students to master the State of Texas Assessments of Academic Readiness (STAAR).
- (2) Pay the salaries of instructors who teach in the high school; and
- (3) Provide breakfast and lunch to students who participate in Program under this Agreement.

E. Faculty: Faculty meeting TEA and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by College and DeSoto ISD.

- (1) Faculty provide by College:
 - a. And teaching College courses must meet the College's academic credentialing requirements; and
 - b. Will teach dual credit courses which are not a part of the state's End-of-Course testing program.

- (2) Faculty provided by DeSoto ISD:
 - a. May be designated, if appropriate and meet academic credentialing requirements, as College Adjunct faculty, and
 - b. Will teach high school courses and STAAR EOC tested dual credit courses.

F. Classroom and Office Facilities:

- (1) High school credit and dual credit courses for 9th and 10th graders will be conducted at DeSoto Early College High School, and 11th and 12th grade courses will be conducted as feasible at Cedar Valley College.
- (2) College will negotiate with DeSoto ISD logistical needs and office space for use by faculty and staff.
- (3) High School students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated earlier.
- (4) Students, faculty, and staff may attain a College identification card.
- (5) Classroom selection will be mutually approved by the parties. Maintenance, repair and setup of classroom spaces at College will be paid by the College.
- (6) College and DeSoto ISD will negotiate a facility use fee only for years three and four of the agreement when 11th and 12th graders are taking classes at College. The facility use fee will also include telephone, copier, and copying expenses incurred on the College campus. Such facility use fee shall be paid by DeSoto ISD to College for classrooms and labs. This facility use fee will be detailed in an amendment between the parties at the appropriate time.
- (7) With the prior written approval of the College President, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow DeSoto ISD to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS shall remain DeSoto ISD's property free and clear of any claim by DCCCD. Both parties to this Agreement shall have the right to remove the same at any time during the term of this Agreement. DeSoto ISD shall pay all costs associated with the setup, relocation or removal of telephone, electronic mail and other telecommunication equipment and services. Upon termination, cancellation, or expiration of this Agreement, DeSoto ISD shall have sixty (60) days to remove all its personal property and equipment from the ECHS. DeSoto ISD shall return college property in good condition less reasonable wear and tear.

G. Tuition and Fees: College will waive tuition and fees for High School students enrolled in dual credit courses based on the Course Articulation Agreement.

H. Books and Supplemental Materials:

- (1) Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this IA.
- (2) Based on the mutually agreed upon curriculum aligned plan, all agreed upon textbooks, and supplemental materials required for classes, as determined by the Dual Credit Course Articulation Agreement, shall be provided by Early College High School.
- (3) Based on the mutually agreed upon curriculum aligned plan, College approved textbooks purchased by DeSoto ISD may be used for the time period consistent with local College practices, but not less than 2 years.

I. Recruitment and Enrollment of Students:

- (1) DeSoto ISD staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders including DeSoto ISD, Early College High School, and College that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an Early College High School.
- (2) College will assist and participate with recruitment, enrollment and retention, as necessary, for all students who are qualified and wish to enroll in the Early College High School.
- (3) Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth grade cohort.

J. Instructional Calendar: College and DeSoto ISD will establish an instructional calendar that is consistent with the mutual needs and requirements of both parties.

K. Student Code of Conduct: Early College High School students, faculty and staff shall adhere to:

- (1) Policies of DeSoto ISD;
- (2) Policies of the College;
- (3) Policies in the DCCCD Board of Trustees Policies and Administrative Procedures Manual; and

L. Media and Public Relations: Media and public relations regarding the Early College High School will be managed according to DeSoto ISD and College protocols.

3. **Title IX Compliance:** Consistent with Title IX of the Education Amendments of 1972 and DCCCD Board policy and procedures, the college Title IX Coordinator shall address any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty

and staff; or between non-affiliated persons participating in a DCCCD sponsored program or event.

4. **Liability of Parties:** Without waiving any defenses including governmental immunity, each party to this IA agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this IA or any of its activities or from any act or omission of any employee or invitee of the parties of this IA. The provisions in this paragraph are solely for the benefit of the parties to this IA and are not intended to create or grant any rights, contractually or otherwise to any third party.
5. **Term:** The term of this Agreement includes the initial term plus all subsequent renewal terms. The term is contingent upon the annual approval of the ECHS Program by the Texas Education Agency ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code. Subject to prior termination or revocation of this IA as provided in section 5 of this IA, the initial term of this IA is in full force and effect for a period of one year. This IA begins on August 22, 2016 and ends on August 10, 2017. At least one hundred twenty days before the expiration of the initial term and any subsequent renewal terms, College and DeSoto ISD shall review this IA and may renew it for up to two consecutive one-year terms, upon written approval of the College and DeSoto ISD.
6. **Right of Revocation:** Either party may terminate this IA on 120 days' written notice to the other party. Termination may occur immediately upon the breach of this IA by one of the parties. A breach of this IA includes, but is not limited to, a violation of the policies and rules of the College or DeSoto ISD, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. This Agreement may also be terminated immediately if DeSoto ISD has not received authority for ECHS renewal from the Texas Education Authority ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code. If this IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish their coursework.
7. **Assignment:** Neither party may assign their interest in this IA without the written permission of the other party.

8. **Limitations of Authority:**

- A. Neither party has authority for and on behalf of the other except as provided in this IA. No other authority, power, partnership, use of rights are granted or implied.
 - B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the DCCCD and DeSoto ISD. Any representations, promises, or guarantees made but not stated in the body of this Agreement are null and void and of no effect.
 - C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement. Changes to this Agreement are subject to the approval of the DCCCD Legal Department.
 - D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.
9. **Waiver:** The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
10. **Applicable Law:** This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.
11. **Venue:** Venue to enforce this Agreement shall lie exclusively in Dallas County, Texas.
12. **Miscellaneous Provisions:**
- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
 - B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this IA shall comply with all Federal, State and local laws.
 - C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this IA, the new guidelines shall prevail and shall cause the parties to execute an amendment to the IA if necessary.
 - D. Colleges and ISD are parties to a Data Sharing Agreement with each other and provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

- 13. Notices:** Notices given pursuant to this Agreement shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to:

Dallas County Community College District

To: Joe D. May
Chancellor
Dallas County Community College District
1601 South Lamar Street
Dallas, TX 75215
214-378-1601
214-378-1810
jmay@dcccd.edu

DeSoto Independent School District

To: Dr. David Harris
Superintendent of Schools
DeSoto ISD
200 E. Belt Line Rd.
DeSoto, TX 75115
972-223-6666
David.harris@desotoisd.org

Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.

- 14. Nondiscrimination:** Parties to this Agreement shall not discriminate in this Program on the basis of race, gender, color, national origin, age, disability, religion, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.
- 15. Parol Evidence and Status of Agreement:** This Agreement represents the entire Agreement of the parties and there are no representations, inducements, promises, agreements, arrangements or undertakings, oral or written, between the parties to this Agreement other than those set forth in this Agreement and duly executed in writing.
- 16. Signatory Clause:** The individuals executing this Agreement on behalf of the District and DeSoto ISD acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement and the Attachments A and B hereto. This Agreement shall not become effective until executed by each party. Therefore, the parties to this Agreement shall begin their respective duties only after the last party has signed and dated this Agreement.

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in paragraph 5. Term of this Agreement.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

By: _____
Joe D. May Date
Chancellor,
Dallas County Community College District

CEDAR VALLEY COLLEGE

By: _____ 10/31/16
Dr. Joe Seabrooks Date
President

DESOTO INDEPENDENT SCHOOL DISTRICT

By: _____ 10/31/16
Dr. David C. Harris Date
Superintendent

**DALLAS COUNTY COMMUNITY COLLEGES' GUIDELINES FOR
EARLY COLLEGE HIGH SCHOOL DUAL CREDIT COURSES AND REMEDIAL
COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS
2016-17 and 2017-18 Academic Year**

The following guidelines reflect current Texas Higher Education Coordinating Board (THECB) rules and regulations (Chapter 4, Subchapters D and G) and Dallas County Community College District (DCCCD) policies and procedures. THECB rules and DCCCD policies and procedures are always subject to change with the new changes taking precedence.

While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor Career Pathway Program articulated agreements. They do address course credit where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. They also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness (STAAR) test(s) or other state designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment (TSIA) test(s).

1. Texas public colleges and universities are eligible to enter into agreements with Texas public schools to create an Early College High School (ECHS). Any College/University that participates in the creation of an ECHS shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner. For any instructional partnerships between Texas public school(s) and a college of the DCCCD to create an Early College High School, an agreement must be approved by the governing boards or designated authorities of both the Texas public school district(s) and the DCCCD prior to the offering of courses. This agreement must address the following:
 - A. Student eligibility requirement.
 - (1) The student enrolled in Early College High School may enroll in more than one dual credit course per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.
 - (2) The student must complete a pre-assessment activity (PAA) and practice test prior to taking the official Texas Success Initiative Assessment (TSIA) battery of tests.
 - (3) An Early College High School shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - (4) After assessment, the Early College High School, using guidelines established by the College/University, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - (5) Student demonstrates TSI exempt for college readiness and dual credit eligibility by achieving the following minimum passing standards under the provisions of the Texas

Success Initiative (TSI) relating to College Ready and Adult Basic Education Standards on relevant section(s) of the Texas Success Initiative Assessment (TSIA) OR other appropriate state approved test scores (see below SAT, ACT, STAAR score requirements for TSI). TSI score requirements can be altered by the THECB with currently approved scores being used for eligibility and course placement purposes.

- TSI Assessment with minimum of 351 on reading; 350 on math; and 350 and an essay score of at least a 5 on writing. Other demonstrations of writing college readiness include a placement score of at least 363, and an essay score of 4; or a placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5.
 - SAT – a combined critical reading and math score of 1070 with a minimum of 500 on critical reading test (student shall be exempt for both the reading and writing), and/or a minimum of 500 on the math test (student shall be exempt for math).
 - New 2016 SAT scores for SAT Testing administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.
 - Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016 is not allowable. The newly approved scores became effective on August 10, 2016.
 - ACT – a student with a composite of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections, and/or 19 on the math test (student shall be exempt for the math section)
 - A Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC
 - A Level 2 final recommended score of 2000 or higher on the English III Reading STAAR EOC exam (scores prior to 2014)
 - A Level 2 final recommended score of 2000 or higher on the English III Writing STAAR EOC (scores prior to 2014)
 - A Level 2 final recommended score of 4000 or higher on the English III Combined Writing and Reading (scores in 2014 and thereafter)
- (6) The student is eligible to enroll in dual credit courses with the following scores. Such scores will not make the student TSI exempt.
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
 - By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.
 - By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

Attachment A

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC and passing grade with a C or better in the Algebra II course.
- (7) Student is eligible to enroll in workforce education dual credit courses contained in a Level-One Certificate program, or a program leading to a credential of less than a Level-One Certificate and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility. If the student takes dual credit course(s) that are outside of the allowances outlined above, then:
- (a) The student will not be eligible for a TSI level-one certificate waiver; and
 - (b) The student will be required to take the TSIA unless the student presents qualifying ACT, SAT or STAAR scores to make the student exempt from TSI requirements.
- (8) Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Early College High School Coordinator.
- (9) Score requirements can be altered by the THECB or DCCCD with the currently approved scores being used for eligibility and course placement purposes.
- (10) The student must meet all admissions criteria of the college. In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.
- (11) Eligibility for continued participation in dual credit courses requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental/guardian and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.
- (12) Students must discuss with their ECHS Advisor/Counselor if they wish to withdraw from their college course(s). Students who decide to withdraw must submit the required withdrawal form to the ECHS Advisor/Counselor or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of F.
- (a.) Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.
- (13) Early College High Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt they should take care when selecting additional courses to be

transferred toward a Baccalaureate degree. House Bill 1172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.

State limits are:

- (a.) For students entering public Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).
 - (b.) For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.
- (14) Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.
- (15) Sexual misconduct involving ECHS students and/or College faculty or students shall be addressed by both the ECHS and the College. The ECHS shall promptly report to College administration any complaints of sexual misconduct made by or against a student, employee or guest of the College. All other misconduct, behavioral problems, and any disciplinary measures resulting therefrom concerning ECHS students while at the College/Early College High School are the sole responsibility of the ECHS. College shall report in writing such disciplinary problems to the ECHS Administration. College may, at its sole discretion, refuse to admit students with a history of disciplinary problems. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person on the basis of actual, expressed or perceived gender identity.
- (16) Students attending classes on a DCCCD campus must present proof of immunization for bacterial meningitis. Sec. 51.9192 of the Education Code and §21.613 of the TAC states that students must receive a bacterial meningitis vaccination or present the appropriate exemption. Meningococcal conjugate vaccine (MenACWY) and meningococcal polysaccharide vaccine (MPSV4) are state approved for this requirement. The THECB has noted that vaccination with the MenB vaccine should not replace routine vaccination with MenACWY vaccines.

B. Faculty Qualifications

- (1) The college must select instructors of dual credit courses. This faculty must be regularly employed faculty members of the college or must meet all criteria established for credit instruction in the DCCCD, including SACSCOC criteria. The approval procedures used by the college to select faculty must be the same as that used for faculty teaching at the college campus.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the college campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors including attending orientations, faculty meetings, and staff development activities.
- (4) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or

Attachment A

delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction and Grading

- (1) Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.
- (2) The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.

D. Location of ECHS Classes

- (1) ECHS dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the college shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) ECHS courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.
- (3) Colleges must comply with SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) requirements as it relates to courses being taught off college location.

E. Composition of ECHS Dual Credit Classes

- (1) ECHS Dual Credit courses must be taught on the college and/or the high school campus.

F. Student Services

- (1) High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
- (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
- (3) High school students in dual credit courses needing accommodations due to the presence of a disability are responsible for contacting the Disability Services Office of the sponsoring college and high school. Dual credit course location will determine responsibility for provision of academic accommodations authorized by College Disability Services Office (DSO). Specific accommodations on the high school campus requiring classroom personnel or technology will be authorized by College DSO and provided by the high school. Accommodations for courses offered at the college will be provided by the college.
- (4) If a student is enrolled simultaneously in college and high school in a dual credit program, the two schools may share information regarding the student. This complies with 34 CFR 99.34(b).

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- (5) All other services provided to college students will be provided to high school students enrolled in dual credit courses.
- G. Eligible Courses
 - (1) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB. Course name and number are subject to change.
 - (2) ECHS dual credit classes must be equal in quality and rigor to classes on the college campus.
 - (3) Textbooks, textbook access codes, required course supplies/instructional tools and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the college.
 - (4) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
 - (5) Regular academic policies applicable to courses taught at the college's main campus must also apply to ECHS dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus.
 - (6) Colleges will not receive formula funding from the state for PHED 1164 dual credit course. Legislation does not restrict higher education institutions from enrolling dual credit students in PHED 1164, but state funding will not be provided to the college.
- H. Transcription of Credit. Transcription of dual credit courses on a college transcript should be handled exactly as it is for other college-level courses.
- I. Evaluation and Accountability. The Early College High School and College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state designated instrument(s) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).
- J. Funding
 - (1) State funding for high school and college will be available to the public school district and the college based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - (2) The college may claim funding for all ECHS students receiving college credit.
- K. Salaries. Payment of salaries shall be determined by the College and High School.
- L. Early College High School students will not pay tuition. A tuition scholarship will be awarded to Early College High School students for courses required for Early College High School completion.
- M. For the purposes of dual credit, the high school or the college may charge the other any expenses associated with the use of facilities.
- N. College may charge ISD or high school cost of textbooks, textbook access codes, required course supplies and the cost of additional DCCCD personnel to assist in labs/classrooms.

Attachment A

- O. ECHS students may initially take all three component areas of the college's Texas Success Initiative Assessment (TSIA), at no cost and re-test once within each of the three component areas at no cost. For additional testing, college or high school will pay for re-test costs.
2. The college may contract with school districts as outlined above to provide remedial courses for students enrolled in a public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The college may not waive tuition for remedial courses unless approved by the DCCCD Board.
3. As rules and regulations are subject to change, please refer to the DCCCD web catalog at <http://www.1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

Revised October 19, 2016 DCCCD Legal and Educational Policy /vgh

<u>ECHS Crosswalk 2016-2017</u>					
#	Core, Elective, or Deleted	TSI	College Courses	ISD Courses	Course Credits
Tier 1 Core					
1	CORE	R/W	ENGL 1301/Composition I	ENGL III AP OR ENGL III/ENGL IV	3
2	CORE	R/W	HIST 1301/History of the United States I	US HISTORY	3
3	CORE	M	MATH 1314/College Algebra	COLLEGE ALGEBRA	3
4	CORE	M	MATH 1316/Plane Trigonometry	IND STUDIES/TRIG	3
5	CORE	R	SPAN 1411/Beginning Spanish I	SPANISH III	4
6	CORE/ELECTIVE	R	SPAN 1412/Beginning Spanish II	SPANISH III	4
7	CORE/ELECTIVE	R/W	SPCH 1311/Introduction to Speech Communication	SPEECH	3
Tier 2 Core					
8	CORE	R	ARTS 1301/Art Appreciation	ART I/Part A	3
9	CORE	R/W/M	BIOL 1406/Biology of Science Majors I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
10	CORE	R/W	BIOL 1407/Biology of Science Majors II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
11	CORE	R/W	BIOL 1408/Biology for Non-Science Majors I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
12	CORE	R/W	BIOL 1409/Biology for Non-Science Major II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
13	CORE	R	CHEM 1405/Introductory Chemistry I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
14	CORE	R	CHEM 1407/Introductory Chemistry II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
15	CORE	R	CHEM 1411/General Chemistry I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4

TSI Prerequisites: R=Reading, W=Writing, M=Math

16	CORE	R	CHEM 1412/General Chemistry II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
17	CORE/ELECTIVE	R	DRAM 1310/Introduction to Theater	INTRODUCTION TO THEATRE	3
18	CORE/ELECTIVE	R	ECON 2301/Principle of Economics I	ECONOMICS	3
19	CORE	R/W	ENGL 1302/Composition II	ENGL III AP OR ENGL III/ENGL IV	3
20	CORE/ELECTIVE	R/W	ENGL 2327/American Literature I	ENGL IV	3
21	CORE/ELECTIVE	R/W	ENGL 2328/American Literature II	ENGL IV	3
22	CORE	R/W	GOVT 2305/Federal Government	GOVERNMENT	3
23	CORE	R/W	HIST 1302/History of the United States II	US HISTORY	3
24	CORE/ELECTIVE	R	MUSI 1306/Music Appreciation	APPLIED MUSIC/Part A	3
25	CORE/ELECTIVE	R	PHED 1304/Health for Today	HEALTH	3
26	CORE/ELECTIVE	R	PHIL 1301/Introduction to Philosophy	PHILOSOPHY	3
27	CORE	R	PSYC 2301/General Psychology	PSYCHOLOGY	3
28	CORE/ELECTIVE	R/W	SOCI 1301/Introduction to Sociology	SOCIOLOGY	3
29	CORE	R	PHYS 1401/College Physics I	SCIENCE RESEARCH DESIGN	4
30	CORE	R	PHYS 1402/College Physics II	SCIENCE RESEARCH DESIGN	4
31	CORE	R	PHYS 1405/Elementary Physics I	SCIENCE RESEARCH DESIGN	4
32	CORE	R	PHYS 1407/Elementary Physics II	SCIENCE RESEARCH DESIGN	4
Tier 3 Core					
33	CORE	R/W	GOVT 2306/Texas Government	GOVERNMENT	3

ELECTIVES					
34	ELECTIVE		ARTS 1311/2-D Design	ART I/Part B	3
35	ELECTIVE	R	BCIS 1405/Business Computer Applications	BUSINESS INFO MGMT	4
36	ELECTIVE	R	DRAM 1351/Acting I	ACTING	3
37	ELECTIVE		ARTS 1316/Drawing I	ART I/Part B	3
38	ELECTIVE	R	EDUC 1300/Learning Framework	EDUCATION FRAMEWORKS	3
39	ELECTIVE		ITSC 1401/Introduction to Computers	TECHNOLOGY	4
40	ELECTIVE		ITSE 1301/Web Design Tools	TECHNOLOGY	3
41	ELECTIVE		MRKG 1311/Principles of Marketing	PRINCIPLES OF MRKG	3
42	ELECTIVE		MUSI 1183/Voice Class I	APPLIED MUSIC/Part B	1
43	ELECTIVE	R	SPAN 2311		3
44	ELECTIVE	R	SPAN 2312		3
45	ELECTIVE		BUSI 1301		3



Cedar Valley College and DeSoto ISD

Early College High School Industry Partner Agreements

Appendix 2:

Program Related Document

DeSoto ISD ECHS

Industry Partner Agreements



P.O. Box 655999
Dallas, Texas 75265-5999

1441 N. Beckley Ave.
Dallas, Texas 75203

214.947.8181

October 25, 2016

Dr. David C. Harris
Superintendent of School
DeSoto Independent School District
200 E. Belt Line Road
DeSoto, Texas 75115

Dear Dr. Harris:

It has been brought to my attention that DeSoto ISD is requesting funding through the Texas Education Agency's 2016-2018 STEM Innovative Academy – the Next Generation of Early College High Schools. On behalf of Methodist Charlton Medical Center, it is with great pleasure that our organization support this initiative.

I understand that the proposed 2018 STEM Innovative Academy – the Next Generation of Early College High School will advance STEM learning by developing and implementing applied learning opportunities for students as well as to provide students opportunities to earn postsecondary course credit prior to high school graduation. Methodist Charlton Medical Center looks forward to partnering with DeSoto ISD on this worthwhile initiative.

As part of DeSoto's proposed STEM Innovative Academy – the Next Generation of Early College High Schools, Methodist Charlton Medical Center intends to support the district and partners to raise industry and career awareness and in increasing meaningful postsecondary and career programs that lead to opportunities in high-demand occupations in targeted STEM clusters. Specifically, Methodist Charlton Medical Center will offer engaging STEM learning and career readiness opportunities aligned with medical fields. Methodist Charlton Medical Center will provide participating students with engaging educational learning opportunities, job-shadowing, and career outreach, mentorship, and readiness programs in medical fields. Methodist Charlton Medical Center also agrees to offer and leverage in-kind resources and services (non-federal), as required, throughout the duration of the project and beyond to ensure these resources are supported to meet or exceed the proposal goals of the Early College High School.

Methodist Charlton Medical Center looks forward to participating in this worthwhile initiative and supporting DeSoto ISD students as they advance their learning, and ultimately careers, in high demand STEM fields.

Sincerely,

Fran Laukaitis
Fran Laukaitis
President
Methodist Charlton Medical Center





SOARING FOR EXCELLENCE



OFFICE OF THE CITY MANAGER

October 20, 2016

Dr. David C. Harris
Superintendent of School
DeSoto Independent School District
200 E. Belt Line Road
DeSoto, Texas 75115

Dear Dr. Harris:

I understand that DeSoto ISD is applying for funding through the Texas Education Agency's 2016-2018 STEM Innovative Academy – the Next Generation of Early College High Schools. On behalf of the City of DeSoto, we are pleased to support DeSoto ISD's application for this worthwhile initiative.

We at the City of DeSoto understand the importance of connecting students with engaging STEM education and understand that these efforts requires collaboration among industry, educators, policy makers and families. The City of DeSoto is proud to have participated in similar efforts and are committed to working with young people, inspiring them to secure college education and careers in STEM fields.

As part of this initiative, the City of DeSoto will collaborate with DeSoto ISD and partners by offering a wide array of STEM related internships, job-shadowing, mentorship, career presentations, and innovative learning opportunities for students. Additionally, students will have opportunities to attend educational field trips to the City's STEM related departments and divisions. Further, the City of DeSoto agrees to offer and leverage in-kind resources and services (non-federal), as required, throughout the duration of the project and beyond to ensure this Early College High School is supported to meet and/or exceed the initiatives proposed goals.

The City of DeSoto fully supports DeSoto ISD's Early College High School application and looks forward to collaborating with the district and partners as they develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, while providing students opportunities to earn postsecondary course credit prior to high school graduation.

Sincerely,

Tarron J. Richardson, Ph.D.
City Manager

October 20, 2016

Dr. David C. Harris
Superintendent of School
DeSoto Independent School District
200 E. Belt Line Road
DeSoto, Texas 75115

Dear Dr. Harris:

It has come to my attention that DeSoto ISD is applying for funding through the Texas Education Agency's 2016-2018 STEM Innovative Academy – the Next Generation of Early College High Schools. On behalf of Texas Instruments, we are pleased to support DeSoto ISD's application for this initiative.

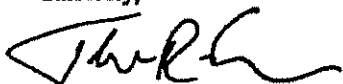
Advancing science, technology, engineering, and mathematics (STEM) education is a critical focus for Texas Instruments. We at Texas Instruments understand that STEM learning increases student performance of low-income and under-represented students of color through creativity, innovation, and engagement activities. We know firsthand the importance of educating our young people in these areas. Our future success — and our nation's technological advantage — depend on a constant supply of highly trained, highly capable technical talent.

Texas Instruments believes strongly that advancing STEM education requires collaboration among industry, educators, policy makers and families. As an industry leader, Texas Instruments, with an employee population of thousands of engineers, scientists and IT professionals, is committed to working with these groups to develop programs that educate and inspire tomorrow's scientists, engineers and mathematicians.

Texas Instruments celebrates the remarkable success DeSoto ISD has experienced to date in its iSTEAM3D Academies and look forward to working in collaboration on the district's STEM Innovative Academy – the Next Generation of Early College High School. As part of this initiative, Texas Instruments will collaborate with DeSoto ISD by offering a wide array of STEM related learning opportunities for students including: career awareness, mentorship, career presentations, and tours of STEM facilities.

Texas Instruments also agrees to offer and leverage mutually agreed upon in-kind resources and services (non-federal), as required to ensure this Early College High School is supported to meet and/or exceed the initiatives proposed goals. Texas Instruments fully supports DeSoto ISD's Early College High School application and looks forward to collaborating with the district and partners as they develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, while providing students opportunities to earn postsecondary course credit prior to high school graduation.

Sincerely,



Tom Springmeier
VP of Worldwide Sales
Texas Instruments Incorporated
Education Technology



Cedar Valley College and DeSoto ISD

Early College High School Program Policies & Procedures

Appendix 3:

Program Related Document

DeSoto ISD ECHS

In addition to Appendix 1 - MOU among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions.

The attached (Appendix 3. Program Related Document) provides further evidence of proven experience and collaborative partnerships as well as existing Inter-local Agreements among Cedar Valley College and Desoto ISD.

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FREQUENTLY ASKED QUESTIONS:

What is PTK?

Phi Theta Kappa is the international honor society for community colleges. Founded in 1918 to give prestigious recognition to students with excellent scholarship and character, Phi Theta Kappa has always maintained fidelity to its founders' commitment to provide enrichment in four hallmarks: scholarship, leadership, service and fellowship. Phi Theta Kappa features some of the nation's finest educational programs for community college students. These programs form the cornerstone of the colleges' successes in nurturing intellectual curiosity, good citizenship and leadership potential. Many scholarship opportunities are available including the USA All-American Scholarships and the Guistwhite Scholarship Program.

What code of conduct will I go under if I am a high school student?

You are considered an Early College Student and you will undergo both your High School and Cedar Valley College's code of conduct. You are considered a college student, therefore your enrollment indicates acceptance of the Code of Student Conduct at Cedar Valley College. To view the code of student conduct you can go to: <https://www1.dcccd.edu/catalog/ss/code.cfm>

What if I do not like an instructor or a class I noticed on my schedule?

It is your responsibility as the student to speak to your High School Counselor regarding any enrollment issues. No changes will be initiated without counselor or school official's approval.

What do I do to drop a class?

It is your responsibility as the student to speak to your High School Counselor regarding any enrollment issues. No changes will be initiated without counselor or school official's approval.

Who do I need to inform that I will not be attending a class?

You are expected to attend regularly all classes in which you enroll. You have the responsibility to attend class and to consult with the instructor when an absence will occur or has occurred.

What is an Incomplete Contract or a letter grade of an "I" that is on my transcript?

With permission from the instructor, an "Incomplete" grade may be granted in case of an emergency such as serious illness, a death in the family, etc. The "I Contract" must be signed by the instructor and student; the work must be completed within 90 days of the first class of the next regular semester. Failure to complete will result in the conversion of the "I" to "F".

What is a letter grade of "WX" that is on my transcript?

The grade of "WX" may be given when a student has not completed a minimum amount of work to receive a computable grade for the course. When this grade is given, a student receiving a "WX" contract must register for this course within 90 days of the first day of class of the next regular semester. Failure to do so generally results in the conversion of the "WX" to "F."

Why do I need to pay for a class if I am an ECHS student?

A tuition waiver is applied to all ECHS student's record once they have been enrolled in courses. Unfortunately, the waiver does not cover repeated classes (includes re-enrollment in: failed, dropped, and/or withdrawn courses). If that is the case you will be responsible for that tuition cost. There is a deadline to pay for classes, if you do not pay on time you will be dropped from the class for non-payment and another student may take your seat in that class. For deadline dates please contact the ECHS office at 972-860-8157.

Why do I not see a course I was enrolled in on eCampus?

If you have enrolled in a course and do not see it when you log in to eCampus, please **check back on the start date** of the class. If you still don't see your course **after the start date** of your class, contact your instructor. If you require technical assistance, you may access our customer service center via phone. **Phone:** 1-866-374-7169

How does a student appeal a grade received?

Requests for grade appeals will not be considered later than the end of the semester following the semester in which the grade was awarded.

Students who believe that they have a grade related grievance should:

- Discuss the problem with the instructor
- If the grievance cannot be resolved with the instructor, the student may appeal to the Division Dean.
- If the grievance cannot be resolved at the Division Dean level, the student may submit a written appeal to the Vice President of Instruction. The Vice President of Instruction may request a written account of the situation from the instructor and Division Dean.
- If the grievance cannot be resolved at the Vice President level, the student may submit a final appeal to the President. The President will review all previously submitted documentation. The President's decision is final.

INTERLOCAL AGREEMENT SAMPLE

I. INTERLOCAL AGREEMENT BETWEEN THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT CEDAR HILL, DALLAS INDEPENDENT SCHOOL DISTRICT AND DESOTO INDEPENDENT SCHOOL DISTRICT

THIS INTERLOCAL AGREEMENT (hereinafter referred to as "IA") is made and entered into by and between the Dallas County Community College District (hereinafter referred to as "DCCCD"), a Texas political subdivision of higher education, on behalf of Cedar Valley College (hereinafter referred to as "College"), and Early College High Schools, (hereinafter "ISD"), and all are political subdivisions of the State of Texas; and

WHEREAS, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code, the parties have agreed to this MEMORANDUM OF UNDERSTANDING regarding the continuation of an Early College High School beginning the fall 2014 academic year, serving grades 9 – 12; and

WHEREAS, Services under this IA are targeted towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive; and

WHEREAS, under this IA, Early College High Schools are small schools with enrollments of 400 or fewer students who will be allowed to earn both a high school diploma and an Associate's Degree, or alternatively, two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, will improve academic performance and self-concept, and will increase high school and college/university completion rates;

NOW, THEREFORE, the parties to this IA mutually agree to the following:

1. Guiding Principles: The College and ISD alliance will function with the following principles:

- a) Establishment of a mutually beneficial partnership between College and ISD that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
- b) Collaboration in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
- c) Provision of rigorous college readiness, Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.
- d) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program

successfully.

e) Location of the Early College High School on the ISD grounds for grades 9-10 and as potentially feasible on the Cedar Valley College grounds for grades 11-12.

f) Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.

g) Selection of students that reflects the diversity of the region served by the Early College High School.

h) Follow Texas Higher Education Coordinating Board Rules relating to Dual Credit which are incorporated into this Agreement by reference as Attachment A, consistent with TEC 29.908.

2. Scope of Agreement and Limitations of Authority: The Scope of the Agreement and the parties agree as follows:

A. Governance:

(1). The Early College High School will:

- a. Be governed by ISD and subject to ISD's, state and federal policies; and
- b. Operate within the rules and guidelines established by the Texas Education Agency ("TEA") and ISD; and
- c. Operate within the normal operating hours of the college and/or ISD as mutually agreed upon by the parties.

(2). The Principal will:

- a. Within the rules and guidelines established by TEA, ISD, and DCCCD, will have the authority to implement:
 - [1]. staffing;
 - [2]. budget;
 - [3]. student assessment, curriculum and scheduling;
 - [4]. professional development;
 - [5]. access to school and student data for ECHS college students with permission of the College; and,
 - [6]. parent and community involvement consistent with the mission and needs of the school.
- b. Will report to ISD's Superintendent or his/her designee through the established ISD's governance structure; and will collaborate with the Cedar Valley College president on matters related to the ECHS.
- c. Is the primary contact of and spokesman for the Early College High School with the community and College partners.

(3). Early College Advisory Committee:

- a. Serves as an advisory committee to the Principal in developing a coherent program across institutions.
- b. Membership on the Council will include, but not limited to representatives of the ISD, College and or Dallas County Community College District. The specific membership of Early College Council will be determined by the ISD Superintendent and the President of the College. Representatives of the Early College Council, including the principal, will interact with the North Texas Early College Consortium, a collaborative entity for school, districts, and systems engaged in the development of Early College High Schools.

B. Awarding Credit for Courses. The College will award credit for courses for which Course Articulation Agreements have been approved. A list of aligned high school and college courses are incorporated into this Agreement by reference as Attachment B. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and Texas Education Agency requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected on the Dual Credit Articulation Agreement. College will inform ISD changes to a course name/number as required by the Texas Higher Education Coordinating Board.

C. Duties of College. College shall have the following duties:

- (1). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the high schools;
- (2). Ensure that course guidelines are followed;
- (3). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- (4). Designate personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and ISD
- (5). Pay salaries of instructors who teach college courses; and
- (6). Provide an area per ISD , state and federal requirements that students may eat the breakfast and lunch meals that ISD provides, as enumerated under paragraph I.D. (3)., infra, of this IA.
- (7). Collaborate with ISD employees serving as administrators on the College campus.
- (8). Provide the same security to high school students that it provides to College students.

D. Duties of ISD. ISDs shall have the following duties:

- (1). Involve College Faculty who teach dual credit (excluding End-of-Course (EOC) tested courses) courses in design and implementation of these

courses to assure that course goals enable students to master the Texas Essential Knowledge and Skills (TAKS) and/or State of Texas Assessments of Academic Readiness (STAAR).

- (2). Pay the salaries of instructors who teach in the high school.
- (3). Provide breakfast and lunch to students who participate in Program under this ILA; and
- (4). Ensure that all ISD high school courses are in the students' Individual Graduation Plan for Dual Credit beginning with the sophomore class.

E. Faculty. Faculty meeting Texas Education Agency (TEA) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by College and ISD.

- (1). Faculty provided by College:
 - a. and teaching College courses must meet the College's academic credentialing requirements; and
 - b. will teach dual credit courses which are not a part of the state's End-of-Course testing program.
- (2). Faculty provided by ISD:
 - a. may be designated, if appropriate and meet academic credentialing requirements, as College Adjunct faculty, and
 - b. will teach high school courses and TAKS/STAAR EOC tested dual credit courses.

F. Classroom and Office Facilities.

- (1). All courses under this agreement, including High School courses of the Early College High School may be taught at the ISD campus or may be conducted at the College.
- (2). College will negotiate with ISD logistical needs and office space for use by faculty and staff.
- (3). High School students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated earlier. College students, faculty, and staff will have access to instructional and non-instructional resources available on the High School campus.
- (4). Students, faculty, and staff may attain a College identification card.
- (5). Classroom selection will be mutually approved by the parties. Maintenance, repair and setup of classroom spaces at Cedar Valley College will be paid by the College.

G. Tuition and Fees. College will waive tuition and fees for High School students

enrolled in dual credit courses based on the Course Articulation Agreement.

H. Books and Supplemental Materials.

- (1). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this IA.
- (2). Based on the mutually agreed upon curriculum aligned plan, all agreed upon textbooks and supplemental materials required for classes, as determined by the Dual Credit Course Articulation Agreement, shall be provided by ISD .
- (3). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks purchased by ISD may be used for the time period consistent with local College practices, but not less than 2 years.

I. Recruitment and Enrollment of Students.

- (1). ISD staff will recruit eighth graders annually.
- (2). College will assist with recruitment, enrollment and retention, as necessary, for all students who are qualified and wish to enroll in the Early College High School.

J. Instructional Calendar. College and ISD will establish an instructional calendar that is consistent with the mutual needs and requirements of both parties. Inclement weather policies by ISD, DCCCD shall be followed by ECHS students.

K. Student Code of Conduct. Early College High School students, faculty and staff shall adhere to:

- (1). Policies of ISD;
- (2). Policies of the College;
- (3). Policies in the DCCCD Board of Trustees Policies and Administrative Procedures Manual; and

L. Media and Public Relations. Media and public relations regarding the Early College High School will be managed according to ISD and College protocols.

3. Liability of Parties. Without waiving any defenses including governmental immunity, each party to this IA agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this IA or any of its activities or from any act or omission of any employee or invitee of the parties of this IA. The provisions in this paragraph are solely for the benefit of the parties to this IA and are not intended to create or grant any rights, contractually or otherwise to any third party.

4. Term: The term of this Agreement includes the initial term plus all subsequent renewal terms. The term is contingent upon the annual approval of the ECHS Program by the Texas

Education Agency ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code. Subject to prior termination or revocation of this IA as provided in section 5 of this IA, the initial term of this IA is in full force and effect for a period of one (1) year. This IA begins on July 1, 2014 and ends on July 1, 2015. At least one hundred twenty days before the expiration of the initial term and any subsequent renewal terms, College and ISD shall review this IA and may renew it for two consecutive one-year terms, upon written approval of the College and ISD.

5. Right of Revocation: Either party may terminate this IA on 120 days' written notice to the other party. Termination may occur immediately upon the breach of this IA by one of the parties. A breach of this IA includes, but is not limited to, a violation of the policies and rules of the College or ISD, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. This Agreement may also be terminated immediately if ISD has not received authority for ECHS renewal from the Texas Education Authority ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code. If this IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish their coursework.

6. Assignment: Neither party may assign their interest in this IA without the written permission of the other party.

7. Limitations of Authority:

- A. Neither party has authority for and on behalf of the other except as provided in this IA. No other authority, power, partnership, use of rights are granted or implied.
- B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the DCCCD and ISD. Any representations, promises, or guarantees made but not stated in the body of this Agreement are null and void and of no effect.
- C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement. Changes to this Agreement are subject to the approval of the DCCCD Legal Department.
- D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

8. Waiver: The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

9. Applicable Law: This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

10. Venue: Venue to enforce this Agreement shall lie exclusively in Dallas County, Texas.

11. Miscellaneous Provisions:

- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
- B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this IA shall comply with all Federal, State and local laws.
- C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this IA, the new guidelines shall prevail and shall cause the parties to execute an amendment to the IA if necessary.

12. Notice: Notices given pursuant to this Agreement shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to:

Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.

13. Nondiscrimination: Parties to this Agreement shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, or gender expression.

14. Parol Evidence and Status of Agreement: This Agreement represents the entire Agreement of the parties and there are no representations, inducements, promises, agreements, arrangements or undertakings, oral or written, between the parties to this Agreement other than those set forth in this Agreement and duly executed in writing.

15. Signatory Clause: The individuals executing this Agreement on behalf of the District and ISD acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All parties hereby acknowledge that they have read and understood this Agreement and the Attachments A and B hereto. This Agreement shall not become effective until executed by each party. Therefore, the parties to this Agreement shall begin their respective duties only after the last party has signed and dated this Agreement.

EXECUTED in duplicate original counterparts effective upon the date indicated above.

ECHS CONTACT INFORMATION

Dr. Chuck McCarter

Director of ECHS

Office Location: Building B Room B121B

Office: 972-860-8154

Email: smccarter@dcccd.edu

Mireyda Mendez

ECHS-Administrative Assistant

Office Location: Building B Room B121

Office: 972-860-8157

Email: mmendez@dcccd.edu

Brenda Thomas

ECHS-Senior Academic Advisor-High School

Office Location: Building B Room B121

Office: 972-860-8070

Email: bjthomas@dcccd.edu

Office Hours

Monday – Friday

8:15 AM – 5:00 PM

COURSE REQUEST FORM

THE COURSE REQUEST FORM IS EMAILED TO ISD PARTNERS ACCORDING TO THE PRODUCTION TIME LINE. ONCE THE COMPLETED FORM IS RECEIVED BY THE ECHS OFFICE, THE FORM IS SUBMITTED TO PROGRAM COORDINATORS AND EXECUTIVE DEANS. UPON APPROVAL CLASSES ARE CREATED AND ENROLLMENT PROCESS BEGINS. SEE PRODUCTION TIME LINE PAGE 12.



Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

IT ALL BEGINS HERE.

EARLY COLLEGE HIGH SCHOOL COURSE REQUESTS

Name of School: Semester: Due:

Course Name (ex. Engl 1301)	Location (ex. CVC/ CHISD/GCA/ Inet/DeSoto)	# of sections needed	Total # of Seats	Days (ex. M/W/R)	Time	Comments:

PRODUCTION TIMELINE

THE PRODUCTION TIMELINE IS ISSUED TO THE ECHS OFFICE BY CVC'S SCHEDULE COORDINATOR. UPON RECEIVING THIS TIMELINE, THE ECHS BEGINS THE ENROLLMENT PROCESS FOR THE FORTHCOMING SEMESTER. THE PRODUCTION TIMELINE IS GIVEN TO THE ECHS ADVISING COMMITTEE EVERY SEMESTER.

STUDENT ENROLLMENT FORM EXAMPLE

THE STUDENT ENROLLMENT FORM MUST BE COMPLETED BY ISD PARTNERS TO BEGIN ENROLLMENT PROCESS INTO CVC COLLEGE COURSES. ALL HIGHLIGHTED AREAS MUST BE COMPLETE FOR PROCESSING. IF ENROLLMENT FORM IS INCOMPLETE IT IS THEN RETURNED TO ISD FOR CORRECTIONS.

**Brookhaven Cedar Valley Eastfield El Centro Mountain View North Lake Richland
Colleges of the Dallas County Community College District**

**HIGH SCHOOL STUDENT ENROLLMENT FORM
PLEASE USE ONLY BLUE OR BLACK INK**

This certifies that _____ Name of Student _____, DCCCD ID/ SSN optional _____, DCCCD ID # _____
is or will be enrolled as a student at _____ GCA/Cedar Hill Collegiate _____ High School and has permission
to concurrently enroll with Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and/or Richland.

List your College Course Names and complete the checklist for each course to be taken, pending approval, in the appropriate semester. College Course Name(s)		FALL 2014	SPR 2015	SUM I 2015	SUM II 2015	Dual Credit	College Credit Only
1. COURSE NAME: Ex. SPAN 1412 33000		CHECK SEMESTER					
2.							
3.							
4.							

I understand I will be enrolling in a college credit course(s) at one or more of the colleges and will be receiving a letter grade that will be recorded on my permanent college transcript. A numerical grade will appear on the high school transcript for dual credit courses; conversion of grades is the responsibility of the respective high school. It is the student's responsibility to verify the transferability of courses with the institution of choice.

Eligibility for continued participation in this program requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Also, students are not eligible for state or federal financial aid while enrolled in high school. However, because they are recorded on the college transcript, grades earned for dual credit/concurrent courses can impact a student's future financial aid.

I understand that if I wish to withdraw from my college course(s), it is my responsibility to first discuss this matter with my high school counselor. Also, it is my responsibility to submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline.

A non-immigrant visa student is responsible for maintaining his/her own visa status. I understand it is my responsibility to verify my status and my ability to take college courses through dual credit enrollment.

I understand that I MUST be enrolled as a full-time student at my high school, and I cannot enroll in more than two college courses per semester, district-wide, without special permission. Only one dual credit waiver per approved course is allowed. However, a student is responsible for tuition of a repeated course and costs of online dual credit courses offered outside Dallas County.

I understand that ACADEMIC FREEDOM is practiced at all of the colleges of the Dallas County Community College District. Academic Freedom allows faculty and students to pursue whatever inquiry they feel is important and to speak about it in the classroom without fear of censorship. I understand that within a college environment, students may encounter adult language and images, different philosophical viewpoints and belief systems. I understand that appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting. All high school students are held accountable to policies, rules, and regulations of the colleges of the Dallas County Community College District. For more information see www.dcccd.edu

I authorize the college to release my transcript to the above named high school related to my college enrollment.

_____ Student Signature	_____ Date	_____ Parent/Guardian Signature	_____ Date
_____ Signature of High School Official		_____ Title	_____ Date
_____ Signature of College Official			_____ Date

Approval signatures are required for a student to take more than two college courses per semester (district-wide).

COLLEGE OFFICER AND PRINCIPAL MUST SIGN IF STUDENT WILL BE TAKING MORE THAN TWO COURSES.

_____ College Chief Academic Officer or Authorized Designee	_____ Date	_____ High School Principal	_____ Date
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1

ECHS PROBATION

ALL STUDENTS ON PROBATION ONE WILL NEED TO MEET WITH THE EARLY COLLEGE HIGH SCHOOL ADVISING COUNSELOR TO COMPLETE A PROBATION CONTRACT.

Probation One

Cedar Valley College Academic Probation Policy

Academic Probation

A student on academic probation is required to sign a contract that may have coursework and total number of credit hours limited and may be required to register for specific courses and/or workshops per semester.

Extended registration is not available for students on suspension, dismissal, or those with a GPA (1) below 2.0. No appointments are made during last two weeks of registration. Students will be served on a first come first serve basis and must be signed in 30 minutes prior to closing.

Students transferring to CVC with less than a 2.0 cumulative GPA will enter DCCCD under their former academic standing and will adhere to all DCCCD policies.

Probation 1

Students who fail to earn a semester/session GPA (1) of at least 2.0 are placed on Probation 1. Students on Probation 1 are required to sign a contract that may have coursework and total number of credit hours limited and may be required to register for specific courses and/or workshops. Students on Probation 1 must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students shall remain on Probation 1 until their cumulative GPA (1) is 2.0 or higher. Students on Probation 1 may see any advisor and are required to register prior to assigned cut-off date.

Probation 2 & 3

Students readmitted after suspension or dismissal shall be placed on Probation 2/3. Students on Probation 2/3 are required to sign a contract and may have coursework and total number of credit hours limited and may be required to register for specific courses and/or workshops. Students on Probation 2/3 must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students shall remain on Probation 2/3 until their cumulative GPA (1) is 2.0 or higher. Students on Probation 2/3 will have an Advisement Block placed on their academic record and are required to meet with their assigned advisor three times throughout the semester with updated progress reports signed by their instructors. Students on Probation 2/3 are required to register prior to assigned cut-off date.

Course Requirements

All returning probation/suspension/dismissed students may be required to register for a Human Development (HDEV) course. Students will participate in a Student Success course that will promote Study Skills, Time Management, Goal Setting, and Life Long Skills needed throughout their Academic Career.

Suspension, Dismissal, or Indefinite Dismissal

Students on Academic Suspension, Dismissal, and Indefinite Dismissal, with a GPA less than a 2.0 are required to petition for readmission. To petition for readmission, students must schedule an appointment to meet with the Chief Student Affairs Officer or Designated Administrator. An appeal must be in writing and must include any extenuating circumstances having a bearing on academic performance. The appeal must also address how the student plans to address future academic performance. The college may limit the student coursework and total number of credit hours and may require the student to enroll in specific coursework.

Note: Readmitted students will be restricted to no more than (2) courses and a Human Development course may be required for readmission.

Other Colleges

Students on suspension or academic dismissal from another institution are ineligible for admission to any College District college unless the student has met the academic standards of the College District.

DCCCD Scholastic Standards Policy

Students on Suspension/Dismissal from any DCCCD campus or any other institution with less than a 2.0 GPA are ineligible to enroll in credit courses in the next subsequent session of enrollment (fall semester, spring semester, or summer session). Students on Academic Dismissal are not eligible to enroll in credit courses in the next 12 months.

Students on Indefinite Academic Dismissal are not eligible to enroll for at least 12 months. Students are only eligible to enroll after that period upon the approval of the Chief Student Affairs Officer or Designated Administrator.

*Please see the DCCCD catalog for further explanation of this policy.



Cedar Valley College – ECHS PROBATION STUDENT CONTRACT

Student ID _____

School _____

Grade _____

Graduating Year _____

I _____, understand that I am on Academic Probation with Cedar Valley College for the _____ semester. I understand that for the current semester I must obtain a 2.0 GPA in order to re-enroll for upcoming semester. I understand that I will continue on Academic Probation until my overall GPA is at least a 2.0. I agree that I have met with a counselor/advisor and have discussed educational goals and academic pathways. I further understand that I must meet the following guidelines in order to remain in credit courses at Cedar Valley College.

(Check all that apply)

____ Meet with counselor _____ times during the semester

Scheduled appointments _____

____ Retake course(s) that have a grade of F if applicable to current degree plan

____ Retake course(s) that have a grade of D if that course is a prerequisite for a desired course.

____ Enroll in at least _____ hours to include the following courses:

____ Attend tutoring as needed for all college courses and those listed below (if applicable):

____ Maintain at least a C average for the current semester.

____ I authorize Cedar Valley Counseling/Advisement to speak with my instructors for the purpose of obtaining information pertinent for my success.

____ Your college record will indicate a PROBATION BLOCK (AV Block). You should not add, drop, or withdraw classes without approval from your advisor.

____ Other: _____

(Student Signature)

(Date)

(Parent/Guardian Signature)

(Date)

(Advisor Signature)

(Date)

FAILURE TO COMPLY WITH THE TERMS OF THIS CONTRACT MAY RESULT IN DENIED ENROLLMENT AT CEDAR VALLEY COLLEGE FOR THE FOLLOWING SEMESTER.

Distribution: Original – Advisor Canary – Student Pink – High School

FORM NO. 0854-07/15

ECHS PETITION FOR READMISSION

STUDENTS ON ACADEMIC SUSPENSION, DISMISSAL, AND INDEFINITE DISMISSAL, WITH A GPA LESS THAN A 2.0 ARE REQUIRED TO PETITION FOR READMISSION.

TO PETITION FOR READMISSION, STUDENTS MUST COMPLETE THE PETITION FOR READMISSION FORM, PROBATION QUESTIONNAIRE AND AN APPEAL MUST BE IN WRITING AND MUST INCLUDE ANY EXTENUATING CIRCUMSTANCES HAVING A BEARING ON ACADEMIC PERFORMANCE. THE APPEAL MUST ALSO ADDRESS HOW THE STUDENT PLANS TO ADDRESS FUTURE ACADEMIC PERFORMANCE. THE COMPLETED FORMS MUST BE SUBMITTED TO THE EARLY COLLEGE HIGH SCHOOL. THE ECHS OFFICE WILL FORWARD PETITION TO AN ACADEMIC ADVISOR FOR REVIEW. AN ACADEMIC ADVISOR WILL CONTACT THE STUDENT TO SCHEDULE AN APPOINTMENT TO DISCUSS THE PETITION. THE PARENT OF THE MINOR MUST BE PRESENT WHEN MEETING WITH AN ACADEMIC ADVISOR.

NOTE: READMITTED STUDENTS WILL BE RESTRICTED TO NO MORE THAN (2) COURSES.

Suspension, Dismissal, or Indefinite Dismissal



Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Petition for Readmission Suspension and Dismissal Academic Standing

Student Name (print): _____

Student ID#: _____ Email: _____

Mailing Address: _____

Phone Number (day/evening/cell): _____

YOUR PETITION SHOULD INCLUDE THE FOLLOWING:

1. An explanation of why you should be considered for readmission.
2. The reasons for your declining academic record.
3. How this semester will be different from prior semesters.
4. Any documentation supporting your reasons.

Return this petition to: Readmission Committee, Counseling/ Advisement Center, L-Building

Student Signature: _____

Date: _____

**Cedar Valley College
Probation Questionnaire
Strategies for Academic Success**

The following questions are designed to help you identify some specific factors that may be affecting your academic success at CVC. Take a few moments to answer the questions.

1. Were you placed on probation during your first semester at CVC? yes no
If yes, what factors contributed to your academic difficulties?

2. Do you understand what being on academic probation means? _____

3. Which of the following factors do you think have contributed to your academic difficulty?

- ☐ trouble with the same classes you had trouble with in high school
- ☐ didn't know DCCCD rules about dropping/adding classes, course prerequisites
- ☐ believe that you did not receive the correct grade
- ☐ unsure of academic goals
- ☐ unsure of career goals
- ☐ discouraged by your chosen program of study
- ☐ financial difficulties
- ☐ lacking family support or encouragement
- ☐ increased work hours
- ☐ trouble juggling family vs. school responsibilities
- ☐ permanent or temporary physical disabilities
- ☐ medical or health related problems
- ☐ trouble with writing papers
- ☐ trouble with oral presentations
- ☐ work slowly and/or inefficiently

4. Rate your proficiency in the following academic skills as either "Strong (S)," "Adequate (A)," or "Weak (W):"

- ☐ taking complete and useful notes from lectures
- ☐ studying a textbook, by underlining, outlining, or summarizing important content
- ☐ answering essay questions or writing short essays
- ☐ preparing and presenting a research paper
- ☐ working out mathematical computations correctly
- ☐ working out word problems in math or logic

5. How many hours a week do you work during the academic year? _____

Do you feel that work has affected your grades? yes no

6. When and where do you study most often? _____

When and where do you study most effectively? _____

7. Do you feel that you know more than your grades indicate? yes no

If yes, please check all factors that apply to you:

- ☐ put in more time and effort than classmates, but get similar/poorer grades
- ☐ have particular trouble with (circle one) essay/objective test formats
- ☐ know material but have difficulty showing it on tests
- ☐ become anxious when facing an exam
- ☐ have been led to question or doubt potential for success in college work

8. Did you have personal problems adversely affected your studies? yes no

ECHS ACADEMIC OVERLOAD PETITION

THE ECHS ACADEMIC OVERLOAD PETITION FORM MUST BE COMPLETED BY STUDENTS WHO WILL BE TAKING MORE THAN 16 CREDIT HOURS A SEMESTER. THE PETITION MUST BE APPROVED BY HIGH SCHOOL OFFICIALS PRIOR TO PROCESSING ENROLLMENT.



ECCHS Academic Overload Petition Form



Student Name: _____

DCCCD Student ID: _____

Student Email: _____

Telephone Number: _____

High School Name: _____

High School Grade Level: _____

Date: _____

Read, Complete, and Initial each item below:

- ____ 1. I wish to petition to enroll in more than 16 credit hours for the _____ semester.
(Limited to one additional class)
- ____ 2. I have completed _____ college credit hours
- ____ 3. My GPA is _____ and Academic standing is _____
- ____ 4. I am TSI met in: (please circle) READING WRITING MATH
- ____ 5. I am requesting approval for the following course: _____ (ex. SPAN 1311 33000)
- ____ 6. I am attaching a typed personal statement including why and what I am requesting. (please note; if you are requesting to take a specific course, include the name, course number, and section number.)
- ____ 7. I have attached a copy of my advising report from eConnect dated same day.

By signing this agreement, I acknowledge that I have included all of the above items and certify that the information in this form is complete and correct.

Student Signature

Date

Parent/Guardian Signature

Date

High School Counselor Signature

Date

High School Principal Signature

Date

THIS PETITION WILL NOT BE PROCESSED UNTIL THIS FORM IS COMPLETE AND ALL REQUIRED DOCUMENTS ARE ATTACHED.

For CVC Office Use Only

CVC ECHS Overload: ☐ Approve ☐ Deny

ECHS Director Signature

Date

CVC ECHS Director Comments:

02/16/13

TEXT BOOK FORM

THE TEXTBOOK ADOPTION NOTICE IS EMAILED TO PROGRAM COORDINATORS EVERY SEMESTER. THIS FORM MUST BE FILLED OUT ONLY IF THERE WILL BE TEXT BOOK CHANGES FOR THE FOLLOWING SEMESTER. APPROVED TEXTBOOKS ARE PURCHASED BY ECHS ISD PARTNERS AND ARE USED FOR THE TIME PERIOD CONSISTENT WITH LOCAL COLLEGE PRACTICES, BUT NOT LESS THAN 2 YEARS (SHOWN IN ILA SECTION #3). IF CHANGES WILL BE OCCURRING THE INFORMATION IS ADDED TO THE TEXT BOOK TRANSITION SPREADSHEET AND EMAILED TO ISD PARTNERS FOR ORDERING PROCESS TO BEGIN. THIS PROCESS MUST BE COMPLETED BY APRIL 15 EACH YEAR.

ECHS TEXT BOOK ADOPTION NOTICE

Colleagues are you planning on changing textbooks next academic year from what was used for the courses that were offered this year for the ECHS? Please return your response to scm3070@dcccd.edu

(Check One) yes _____ No _____

What Semester? _____

Professor _____ Office # _____

DIV/Dept _____ Course Number _____

Email address _____

Section(s) _____

Enrollment Estimate _____ Signature _____

Author _____ Title _____

Publisher _____ ISBN _____

Edition _____

Text Book Transition (Year/Semester)

Faculty Coordinator/ Professor	Change (Y/N)	Dept	Course/Section #	Name of Author	Title of Book	Publisher	Edition	ISBN

ECHS Student Quick Reference Guide

High School Contact Information:

- Kathlyn Gilliam Academy
1700 E. Camp Wisdom Rd., Dallas, TX 75241
 - Tamara Francis (High School Principal)
972-925-1402
 - Reginald Samuel (High School Associate Principal)
972-925-1410
 - Marilyn Dunlap (High School Counselor)
972-925-1414

- Cedar Hill Collegiate
1515 W. Beltline Rd., Cedar Hill TX 75104
 - Jackie Fagan (High School Principal)
469-272-2021
 - Folade Burles (High School Counselor)
469-272-2021 x7814
 - Teresa Paiz (Counselor's Secretary)
469-272-2021 x7808
 - Susana Sanchez (School Secretary)
469-272-2021 x7809

- Desoto Collegiate
707 N. Young Blvd., DeSoto, TX 75115
 - Angela Batiste (High School Principal)
972-230-0726x1700
 - Valarie Griffin (High School Counselor)
972-230-0726X1704

ECHS Office

Contact/Location Information

Building B - Room B121

Office Hours: 8:15 a.m. - 5:00 p.m.

Phone: 972-860-8157

Staff		
Title:	Name:	Phone:
Director of ECHS	S. Chuck McCarter	972-860-8154
Administrative Assistant	Mireyda Mendez	972-860-8157
Senior Academic Advisor (High School)	Brenda Thomas	972-860-8070

TSI Testing

For TSI Testing:

Students **must** report to Cedar Valley ECHS office for a Test Referral prior to going to our Testing Center. **All students are required to have a photo I.D. to test**, for more information please view the **Testing Center website**.

All students must complete a Pre-Assessment Activity online prior to testing.

Student must first view the Pre-Assessment Video. The video can be accessed through CVC's main page: www.cedarvalleycollege.edu. After watching the complete video, student will select "continue to assessment" located directly beneath the video box. This link will direct the student to log into their eConnect account. After logging into eConnect you will be directed to complete the pre-assessment quiz (all subjects must be completed). If you have any problems you may contact the ECHS Office for assistance at 972-860-8157.

ECHS Testing Hours:
Monday – Thursday 8:30 a.m. – 3:30 p.m. Friday 8:30 a.m. – 11:30 a.m.

TSI Scores

Passing TSI Scores

Math:
350 – 390

Writing:
Option 1: 363 plus Essay score of a 4
Option 2: 350 plus Essay score of a 5
Option 3: Less than 350 and Essay score of a 5
plus a ABE score of at least a 4

Reading:
351

Course Prerequisites

Course prerequisites must be met at the point of registration. Prerequisites are usually introductory courses that students must have successfully completed in order to take certain college courses. For example, students must provide proof of successful completion of ENGL 1301 to be eligible to enroll in ENGL 1302. A prerequisite may also be a specific score on tests such as TSI, ACT or SAT. Often prerequisites may be met by transferring in a course from another college. Therefore, students are strongly encouraged to turn in their official transcripts early to the ECHS Office in order for the transcript(s) to be evaluated, and posted to their academic record in the automated student system. If you are unable to register for a course there may be several reasons, such as:

- The Registrar's office has not received your official transcript or test scores; or
- The Registrar's office received your official transcript, but it has not been evaluated yet
- The minimum grade requirement was not met on your prerequisite(s).

Dropping or Withdrawing Course

All Early College Students must see their High School Counselors to initiate a drop or to withdrawal from program.

To drop a class or withdraw from the college, you must follow the prescribed procedure. **It is your responsibility as a student to drop or withdraw.** Failure to do so will result in your receiving a performance grade, usually a grade of "F".

You can drop or withdraw from classes by printing drop form from CVC website. This form must be completed by High School Counselor and signed by student.

<http://www.dcccd.edu/Why/Reg/Registration/Documents/DropRequestForm.pdf>, form can only be delivered by high school to the CVC ECHS or Registrar's office. **Student must give at least one reason** why they are dropping each class.

A drop/withdrawal request by any means must be received in the Admissions/Registrar's Office by the official drop/withdrawal deadline as indicated on the Academic Calendar and the current class schedule. No drop or withdrawal requests are accepted by telephone or email.

What is the six course drop rule?

Under a Texas law*, students who enroll in a Texas public institution of higher education (including DCCCD) for the first time in fall 2007 or later will not be allowed to drop more than six courses during their entire undergraduate career. All college-level courses dropped after the official drop date and add period are included in the six-course limit, including courses dropped at another Texas public college or university, unless the reason for dropping qualifies as an exception.

*As a result of the passage of Senate Bill 1231 during the 80th Texas Legislature, Section 51.907 was added to the Texas Education Code.

Who does the law apply to?

The six-drop law applies to any first-time freshman student who enrolls in a Texas public institution of higher education during the fall semester of 2007 or thereafter.

Student Complaint Procedure

A "Student Complaint" refers to an issue that is important to the student but does not rise to the level of a "grievance" as defined in the Student Code of Conduct.

Procedure:

The student can submit a written complaint using the "Student Complaint Form" <http://www.cedarvalleycollege.edu/CurrentStudents/Pictures/scf.pdf> to any director, dean or vice president following the procedure outlined in the Dallas County Community College District Student Rights and Responsibilities, Student Complaints. The director, dean, or vice president will investigate the complaint, and if necessary, will refer the student to a more appropriate person or office. The person who formally investigates the complaint will be responsible for communication with the student within thirty (30) days about the disposition of the complaint. A written report describing the complaint, process followed and outcome will be filed in the Office of the Vice Presidents of Instruction and Student Services, Room A115.

Grade Appeals

Requests for grade appeals will not be considered later than the end of the semester following the semester in which the grade was awarded. In a summer session the dispute must be initiated not later than the end of the following fall semester. A student will receive a written response within ten (10) working days after a written appeal. The appropriate faculty member will be notified in writing regarding the resolution of the matter.

Students who believe that they have a grade related grievance should:

- Discuss the problem with the instructor
- If the grievance cannot be resolved with the instructor, the student may appeal to the Division Dean.
- If the grievance cannot be resolved at the Division Dean level, the student may submit a written appeal to the Vice President of Instruction. The Vice President of Instruction may request a written account of the situation from the instructor and Division Dean.
- If the grievance cannot be resolved at the Vice President level, the student may submit a final appeal to the President. The President will review all previously submitted documentation. The President's decision is final.

Official Transcript Request

To request a free copy of your transcript, current or recent students are encouraged to submit an online request through **eConnect**. To request a transcript online through eConnect, you must have a login and password. If you do not have an eConnect user account, please follow the instructions below for submitting a written request.

Amount that may be requested: maximum 5 per day

For written requests, send the Admissions/Registrar's Office a dated and signed letter that includes:

- 1) Your name
- 2) A copy of your driver's license, Texas ID card or DCCCD ID card
- 3) Your student ID number (Colleague ID number) or Social Security number (optional)
- 4) The exact address where your transcript should be sent

Your signature is **REQUIRED**. The Registrar's Office cannot fill the request without it.

To Send By Mail:

Cedar Valley College
Admissions/Registrar Office, Building L
3030 N. Dallas Avenue
Lancaster, TX 75134

To Send By Fax:
972-860-8001

Cedar Valley College does not provide unofficial copies of transcript, if unofficial copy is needed please print out an advising report from eConnect account.

Textbooks

The ECHS students are not responsible for the purchasing of their textbooks. Their school district is responsible for the purchasing of any textbooks. The student must speak to the person in charge of textbooks at their High School for more information.

Tutoring Center

All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk.

Contact Us	
Room: C206 Phone: 972-860-2974 Hours: Monday and Thursday: 8:00 a.m. - 7:00 p.m. Tuesday and Wednesday: 8:00 a.m. - 9:00 p.m. Saturday: 10:00 a.m. - 3:00 p.m. Friday and Sunday: CLOSED	Mailing Address: Cedar Valley College 3030 N. Dallas Avenue Lancaster, Texas 75134

Cedar Valley College Library

Contact Us		
Location: First Floor C Building Room C104 972-860-8140 Cedar Valley College Library	Mailing Address: Cedar Valley College Library 3030 North Dallas Avenue Lancaster, Texas 75134	Hours: Fall / Spring Semesters: Monday – Thursday 8:00 A.M. - 9:00 P.M. Friday 8:00 A.M. - 4:30 P.M. Saturday 9:00 a.m. - 4:30 p.m. Sunday Closed

CVC Disability Services Office

Contact Us

Room: L108 Phone: 972-860-8119 FAX: 972-698-3070 1-800-735-2989 (TTY) 1-800-735-2988 (Voice)	Mailing Address: Disability Services Office Cedar Valley College 3030 North Dallas Avenue Lancaster, TX 75134	Hours: M-R: 8:00 a.m. - 7:00 p.m. F: 8:00 a.m. - 5:00 p.m. email: cvcdsva@dcccd.edu
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Bookstore

Contact

Cedar Valley College Bookstore
3030 N DALLAS AVE
CEDAR VALLEY COLLEGE BKST DCCCD
LANCASTER, TX 75134-3705
Located in L Building

Phone: (972) 860-2900
Fax: (972) 860-2911
Email: cvcddccd@bkstr.com

Hours

Monday – Thursday 8:00 a.m. – 4:00 p.m.

Friday 8:00 a.m. – 1:00 p.m.

Snacks, scantrons, blue books and other school materials are available for purchasing.

Office of Student Life

The Office of Student Life invites all students to take an active role in the college experience and presents a variety of programs and activities for students and the surrounding community. These extra-curricular and co-curricular activities and programs are designed to promote individual growth, development of leadership skills, and enhanced awareness of the campus and the community. Further, students can participate in a variety of college organizations, student government, or serve on various college committees.

Contact Us	
Room D104 Phone 972-860-8233 FAX 972-860-7164	Office Hours: Monday - Thursday 8:00 a.m. - 6:00 p.m. Friday 8:00 a.m. - 4:30 p.m.

eConnect

eConnect allows you to access your student record and request transcripts online. Students must have the information below in hand to create an account.

- Last name
- Birth Date
- Email Address
- Student ID number

FYI: If information entered does not match an error message will indicate:

To use this screen:

- *You must know your Student ID. If you do not know your Student ID, please see What is My Student ID?*
- *You must have a valid Email Address already in your student record.*
- *Your Last Name, Birth Date, and Email Address must match how it appears in your student record.*

If your information does not match, please try again OR contact the Admissions/Registrar office at your preferred location.

At this point you would need to contact the ECHS office at 972-860-8157. Please be aware that limited to no information can be given over the phone and you may be asked to visit the ECHS office for better assistance. You will always be asked to show a picture ID to insure information is being disclosed to correct person.

The following steps must be completed to set up your account:

1. Student must add themselves to the eConnect registry by selecting the Add Me to the eConnect Registry selection under the current student menu tab.

2. Once student has been added to the registry, they must then set up an eConnect account by selecting the Setup My eConnect Account selection under the current student menu tab.
3. If you attempt to setup an eConnect account and you receive an error message that says: You are **not** able to activate your account because you have a Challenge Question on file. If you do not remember your password, you may reset it by using the Forgot My Password screen. An account may have already been created, therefore the student must now reset password by selecting the Forgot/Reset My Password selection under the current student menu tab.

High School vs. College

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

<u>FOLLOWING THE RULES IN HIGH SCHOOL</u>	<u>CHOOSING RESPONSIBLY IN COLLEGE</u>
* High school is <i>mandatory</i> and usually <i>free</i> .	* College is <i>voluntary</i> and <i>expensive</i> .
* Your time is structured by others.	* You manage your own time.
* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	* <i>You</i> must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
* Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	* You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class
* Most of your classes are arranged for you.	* You arrange your own schedule in consultation with your counselor. Schedules tend to look lighter than they really are.
* You are not responsible for knowing what it takes to graduate.	* Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
* Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.	* Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.
<u>GOING TO HIGH SCHOOL CLASSES</u>	<u>SUCCEEDING IN COLLEGE CLASSES</u>
* The school year is 36 weeks long; some classes extend over both semesters and some don't.	* The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
* Classes generally have no more than 35 students.	* Classes may number 100 students or more.
* You may study outside class as little as 0 to 2	* You need to study at least 2 to 3 hours outside of

hours a week, and this may be mostly last-minute test preparation.	class for each hour in class.
* You seldom need to read anything more than once, and sometimes listening in class is enough.	* You need to review class notes and text material regularly.
* You are expected to read short assignments that are then discussed, and often re-taught, in class.	* You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
* Guiding principle: You will usually be told in class what you need to learn from assigned readings.	* Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.
<u>HIGH SCHOOL TEACHERS</u>	<u>COLLEGE PROFESSORS</u>
* Teachers check your completed homework.	* Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
* Teachers remind you of your incomplete work.	* Professors may not remind you of incomplete work.
* Teachers approach you if they believe you need assistance.	* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
* Teachers are often available for conversation before, during, or after class.	* Professors expect and want you to attend their scheduled office hours.
* Teachers have been trained in teaching methods to assist in imparting knowledge to students.	* Professors have been trained as experts in their particular areas of research.
* Teachers provide you with information you missed when you were absent.	* Professors expect you to get from classmates any notes from classes you missed.
* Teachers present material to help you understand the material in the textbook.	* Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect <i>you</i> to relate the classes to the textbook readings.
* Teachers often write information on the board to be copied in your notes.	* Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
* Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	* Professors expect you to think about and synthesize seemingly unrelated topics.
* Teachers often take time to remind you of assignments and due dates.	* Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
* Teachers carefully monitor class attendance.	* Professors may not formally take roll, but they are still likely to know whether or not you attended.

* Guiding principle: High school is a teaching environment in which you acquire facts and skills.	* Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.
<u>TESTS IN HIGH SCHOOL</u>	<u>TESTS IN COLLEGE</u>
* Testing is frequent and covers small amounts of material.	* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
* Makeup tests are often available.	* Makeup tests are seldom an option; if they are, you need to request them.
* Teachers frequently rearrange test dates to avoid conflict with school events.	* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
* Teachers frequently conduct review sessions, pointing out the most important concepts.	* Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
* Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	* Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
<u>GRADES IN HIGH SCHOOL</u>	<u>GRADES IN COLLEGE</u>
* Grades are given for most assigned work.	* Grades may not be provided for all assigned work.
* Consistently good homework grades may raise your overall grade when test grades are low.	* Grades on tests and major papers usually provide most of the course grade.
* Extra credit projects are often available to help you raise your grade.	* Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	* Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
* You may graduate as long as you have passed all required courses with a grade of D or higher.	* You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.
* Guiding principle: <i>Effort counts</i> . Courses are usually structured to reward a "good-faith effort."	* Guiding principle: <i>Results count</i> . Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

HOW TO MAKE THE TRANSITION TO COLLEGE:

• Take control of your own education: think of yourself as a scholar.
• Get to know your professors; they are your single greatest resource.
• Be assertive. Create your own support systems, and seek help when you realize you may need it.
• Take advantage of the A-LEC; go to a workshop, enroll in ORACLE (HDEV 1110), work with a tutor.
• Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.
• Stretch yourself: enroll in at least one course that really challenges you.
• Make thoughtful decisions: don't take a course just to satisfy a requirement, and don't drop any course too quickly.

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

Students may ask the college to amend a record that they believe is inaccurate. They should write the college official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate.

3. Generally, the college must have written to disclose educational records by receiving signed and dated permission from the student before releasing information from the student's records. Directory information is the only information that the college may disclose freely, but it is not required to do so. A student may request that their directory information is not disclosed. Under certain "official" circumstances, confidential (non-directory) education records can be released without a student's prior consent.

Educational records may be disclosed, without prior consent, within the secured offices of the college.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research or support staff position (including college law enforcement personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing a task. *A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.*
5. **What about Parents?** At the post-secondary level, parents have no inherent rights to inspect a student's education records. The right to inspect is limited solely to the student. At the Dallas County Community College District, information from the student's record may be released to parents only with the written consent of the student.

Under certain circumstances, confidential (non-directory) education records can be released without a student's prior consent.

- Officials of another school in which the student seeks or intends to enroll, or was previously enrolled.
- In connection with financial aid for which the student has applied and for the purpose of determining eligibility and/or amount of aid.
- To organizations conducting studies on behalf of educational institutions.
- To accrediting organizations in order to carry out accrediting functions.
- In compliance with a judicial order or subpoena.
- To appropriate parties in a health/safety emergency.
- To a court when the school initiates legal action against a student giving the student prior notice.
- To an alleged victim of a crime of violence or sexual harassment offense, as long as it contains only the results of an institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
- Parents who claim the student as a dependent for tax purposes.
- Drug and alcohol violations can be disclosed to parents of students under 21 years of age.

Academic Standings

Acceptable Scholastic Performance

College work is measured in terms of credit hours. The number of credit hours offered for each course is listed with the course description. In college-level courses (those numbered above 1000), the number of credit hours a course has is indicated by the second digit of the course number. A course numbered 1301 is a 3-hour credit course, one numbered 2401 is a 4-hour course, etc.

Scholastic Standards

Good Standing: The Good Standing standard is awarded to students maintaining a cumulative GPA (1) of 2.0 or higher and who complete at least one course each semester/session of enrollment.

Probation One: Students on Early Alert who fail to complete at least one credit course with a grade of "C" or higher in their next semester of enrollment are placed on Probation One regardless of their cumulative GPA (1). Students who fail to earn a GPA (1) of 2.0 are also placed on Probation One. Students on Probation One may have course work and total number of credit hours limited and may be required to register for specific courses. Students on Probation One must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation One until their cumulative GPA (1) is 2.0 or higher.

Suspension: Students on Probation One will be placed on Suspension if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students on Suspension are ineligible to enroll in credit courses in the next subsequent session of enrollment (Fall Semester, Spring Semester or Summer Session).

Probation Two: Students readmitted after Suspension will be placed on Probation Two. Students on Probation Two may have course work and total number of credit hours limited and may be required to register for specific courses. Students on Probation Two must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation Two until their cumulative GPA (1) is 2.0 or higher.

Academic Dismissal: Students on Probation Two will be placed on Academic Dismissal if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0. Students on Academic Dismissal are not eligible to enroll in credit courses for a period of 12 months.

It is the student's responsibility to understand and comply with the college's academic standards and procedures of the institution.

Frequently Asked Questions

What is PTK?

Phi Theta Kappa is the international honor society for community colleges. Founded in 1918 to give prestigious recognition to students with excellent scholarship and character, Phi Theta Kappa has always maintained fidelity to its founders' commitment to provide enrichment in four hallmarks: scholarship, leadership, service and fellowship. Phi Theta Kappa features some of the nation's finest educational programs for community college students. These programs form the cornerstone of the colleges' successes in nurturing intellectual curiosity, good citizenship and leadership potential. Many scholarship opportunities are available including the USA All-American Scholarships and the Guistwhite Scholarship Program.

What code of conduct will I go under if I am a high school student?

You are considered an Early College Student and you will undergo both your High School and Cedar Valley College's code of conduct. You are considered a college student, therefore your enrollment indicates acceptance of the Code of Student Conduct at Cedar Valley College. To view the code of student conduct you can go to: <https://www1.dcccd.edu/catalog/ss/code.cfm>

What if I do not like an instructor or a class I noticed on my schedule?

It is your responsibility as the student to speak to your High School Counselor regarding any enrollment issues. No changes will be initiated without counselor or school official's approval.

What do I do to drop a class?

It is your responsibility as the student to speak to your High School Counselor regarding any enrollment issues. No changes will be initiated without counselor or school official's approval.

Who do I need to inform that I will not be attending a class?

You are expected to attend regularly all classes in which you enroll. You have the responsibility to attend class and to consult with the instructor when an absence will occur or has occurred.

What is an Incomplete Contract or a letter grade of an "I" that is on my transcript?

With permission from the instructor, an "Incomplete" grade may be granted in case of an emergency such as serious illness, a death in the family, etc. The "I Contract" must be signed by the instructor and student; the work must be completed within 90 days of the first class of the next regular semester. Failure to complete will result in the conversion of the "I" to "F".

What is a letter grade of "WX" that is on my transcript?

The grade of "WX" may be given when a student has not completed a minimum amount of work to receive a computable grade for the course. When this grade is given, a student receiving a "WX" contract must register for this course within 90 days of the first day of class of the next regular semester. Failure to do so generally results in the conversion of the "WX" to "F."

Why do I need to pay for a class if I am an ECHS student?

A tuition waiver is applied to all ECHS student's record once they have been enrolled in courses. Unfortunately, the waiver does not cover repeated classes (includes re-enrollment in: failed, dropped, and/or withdrawn courses). If that is the case you will be responsible for that tuition cost. There is a deadline to pay for classes, if you do not pay on time you will be dropped from the class for non-payment and another student may take your seat in that class. For deadline dates please contact the ECHS office at 972-860-8157.

Why do I not see a course I was enrolled in on eCampus?

If you have enrolled in a course and do not see it when you log in to eCampus, please **check back on the start date** of the class. If you still don't see your course **after the start date** of your class, contact your instructor. If you require technical assistance, you may access our customer service center via phone. **Phone:** 1-866-374-7169

INFORMATION FOR OFF CAMPUS FACULTY

HIGH SCHOOL CONTACT INFORMATION:

- **Kathlyn Gilliam Academy**
1700 E. Camp Wisdom Rd., Dallas, TX 75241
 - Tamara Francis (High School Principal)
972-925-1402
 - Reginald Samuel (High School Associate Principal)
972-925-1410
 - Marilyn Dunlap (High School Counselor)
972-925-1414
- **Cedar Hill Collegiate**
1515 W. Beltline Rd., Cedar Hill TX 75104
 - Jackie Fagan (High School Principal)
469-272-2022
 - Folade Burles (High School Counselor)
469-272-2021 x7814
 - Teresa Paiz (Counselor's Secretary)
469-272-2021 x7808
 - Susana Sanchez (School Secretary)
469-272-2021 x7809
- **Desoto Collegiate**
707 N. Young Blvd., DeSoto, TX 75115
 - Angela Batiste (High School Principal)
972-230-0726x1700
 - Valarie Griffin (High School Counselor)
972-230-0729x1704

HIGH SCHOOL PARKING ARRANGEMENTS:

Cedar Hill Collegiate

Parking is located on side of building where designated CVC professor signs are located

Gilliam Academy

The First 4 rows are reserved for all faculty and staff. There are no assigned parking spaces.

DeSoto Collegiate

Instructors can park in parking lot by Texas Trust Bank

PHOTOCOPY SERVICES:

All photocopy services are made through CVC's Adjunct Office. A copy machine is available for faculty use in the Adjunct Office or faculty may request any duplication services by filling out a Duplication Request Form which is located in the Adjunct Office.

Duplication Services include:

Typed forms
Copies
Two-Sided Copies
Stapled forms
Transparencies
Hole punched forms
Combined forms

Are photocopy services available on ISD's campus?

Cedar Hill Collegiate: Yes. The campus secretary in the main office can assist with printing.

Gilliam Academy: Yes all professors will have an individual work station here on campus.

DeSoto Collegiate:

Yes, front office secretary will make copies for professors.

HIGH SCHOOL ROOM MAINTENANCE:

Cedar Hill Collegiate

- No food or drink in classrooms
- Student desks and chairs must be placed back in the same order as you entered the room before you leave the classroom.
- No student should be behind the teacher's desk or in the teacher's area ever.
- Professors are expected to monitor student's activities at all times and limit the number of restroom and water fountain breaks.

Gilliam Academy

Campus personnel will take care of all maintenance issues within the classrooms.

DeSoto Collegiate:

CLASS ATTENDANCE CERTIFICATION:

Cedar Valley College is **required to verify** that **ALL students** are in attendance in each class for which they have registered. Failure to comply with the mandate could result in federally sanctioned financial penalties and/or loss of an institution's eligibility for federal financial aid. Failure to certify class rosters in a timely fashion can result in student's being dropped from class and losing their financial aid.

Certification Guidelines

- On the 12th day of classes, all instructors are required to certify attendance through eConnect.

<https://econnect.dcccd.edu>.

- Class certification dates vary with each class. Make sure to activate your eConnect account on or before the first day of class.

- An instructor shall record a student as **certified** if:
 - The student has attended class at least once prior to the class certification date.
 - The student has submitted an assignment.
 - The student has logged into an online discussion
 - The student has completed a test.
 - The student has participated in a field trip.
 - The student has telephoned or emailed.
 - To learn more, view **Certify My Classes**

https://econnect.dcccd.edu/training_help-FC.html Certification Corrections

COURSE WITHDRAWAL INFORMATION:

Building relationship assists students to remain engaged. Cedar Valley College has implemented several strategies to assist students. It is the professional expectation of the faculty to emphasize the requirements to be successful in the course, include the drop date in the syllabus, review the consequences of dropping the course, and speak with the student prior to dropping the course. The date for withdrawal from a class is published in academic calendar.

Ultimately, it is the responsibility of the student to perform the following:

1. Regularly attend all classes in which he/she is enrolled
2. Consult with the instructor regarding any absences
3. Withdraw from the course by the appropriate date

A drop/withdrawal prior to the published date will result in the student receiving a “W” (Withdraw) in each class dropped. Failure by a student to drop a class may result in receiving a performance grade, usually a grade of “F”.

To withdraw/drop a course, an ECHS student must see their **High School Counselor**.

A drop/withdrawal request by any means must be received in the Registrar’s Office by the official drop/withdrawal deadline. No drop or withdrawal requests are accepted by telephone.

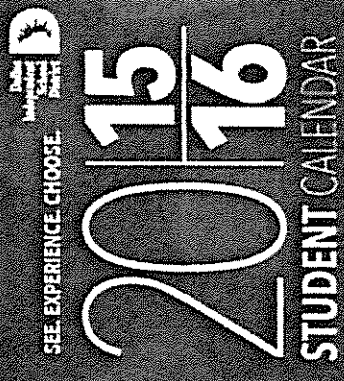
INCOMPLETE/WX CONTRACTS:

Incomplete contracts- With permission from the instructor, an “Incomplete” grade may be granted in case of an emergency such as serious illness, a death in the family, etc. The “I Contract” must be signed by the instructor and student; the work must be completed within 90 days of the first class of the next regular semester.

WX contracts - The grade of “WX” may be given when a student has not completed a minimum amount of work to receive a computable grade for the course. When this grade is given, a student receiving a “WX” contract must register for this course within 90 days of the first day of class of the next regular semester. Failure to do so generally results in the conversion of the “WX” to “F.”

ISD'S ACADEMIC CALENDAR:

GILLIAM CALENDAR:



2015/16
STUDENT CALENDAR

School starts/commencio de clases: Aug. 24
School ends/fin de clases: June 2
Convocation: Aug. 19

- **Student/teacher holidays**
Días feriados para estudiantes y maestros
• Oct. 9 (Elementary Fair Day)
• Oct. 16 (Secondary Fair Day)
- **Student holidays/raúl development or teacher prep days**
Días de capacitación/día feriado para estudiantes
- **STAAR Testing dates**
Días de exámenes
- **Parent conferences**
Conferencias para padres
• Oct. 12 and Jan. 11 (high school)
• Oct. 13 and Jan. 12 (middle school)
• Oct. 15 and Jan. 14 (elementary school)
- **Inclusion weather day**
Día para recibir un tiempo perdido por mal clima

[**5th Weeks begins**
Las 5ta semanas comienzan]
] **5th Weeks ends**
Las 5ta semanas terminan]

★ **Report cards issued**
Distribución de boletines de calificaciones
Final report cards will be mailed on June 8.

See bus routes at www.dallasisd.org
Vea rutas de autobuses en www.dallasisd.org

AUGUST | AGOSTO 2015

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30	31					

SEPTEMBER | SEPTIEMBRE 2015

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OCTOBER | OCTUBRE 2015

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NOVEMBER | NOVIEMBRE 2015

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DECEMBER | DICIEMBRE 2015

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JANUARY | ENERO 2016

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FEBRUARY | FEBRERO 2016

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APRIL | ABRIL 2016

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MAY | MAYO 2016

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29	30	31				

JUNE | JUNIO 2016

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27	28	29	30			

JULY | JULIO 2016

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24	25	26	27	28	29	30
31						

Michael Hinojosa, Ed.D.
Interim Superintendent of Schools
Superintendente de Escuelas Interino

3700 Ross Avenue • Dallas, TX 75204-5491
(972) 925-3700 • www.dallasisd.org



School hours / Horario escolar

7:55 a.m. - 2:55 p.m. (elementary schools)
8:35 a.m. - 3:35 p.m. (middle schools and Montessori schools)
9:15 a.m. - 4:15 p.m. (high schools, magnet schools, and early colleges)

Instructional days / Días de clases

- 175 student days
- 12 professional development / prep days
- 187 teacher work days

Weather-related school closing /

Suspensión de clases por mal tiempo

In inclement weather, a decision to close schools is determined no later than 6 a.m. on the day in question. The district will not hold school if buses cannot operate safely; if electric service at schools is disrupted; or if natural gas to schools is curtailed. However, once school has opened, classes are held for the entire school day.

En el caso de que haya condiciones extremas de mal tiempo, la decisión de cerrar las escuelas se tomará a más tardar a las 6 a.m. el día en cuestión. El distrito no tendrá clases si los autobuses escolares no pueden transitar con seguridad, si no hay electricidad en las escuelas, o si se restringe el suministro de gas a las escuelas. Sin embargo, un vez que abran las escuelas, el horario escolar se mantendrá sin cambios.

Inclement weather make-up days /

Días para reponer pérdida de clases por mal tiempo

March 25 and April 11 are the designated make-up days for days when school is closed due to bad weather. If not needed, March 25 will be used as a student/teacher holiday while April 11 will be a teacher staff development day/student holiday.

El 25 de marzo y 11 de abril son los días que se han designado para recuperar días de clases que se hayan perdido al cerrar las escuelas por mal clima. De no ser utilizados, el 25 de marzo será día de vacaciones para estudiantes/maestros, y el 11 de abril será día de trabajo para maestros y de vacaciones para estudiantes.

Mayor's Back-to-School Fair / Feria de regreso a clases

The city of Dallas Mayor's Back-to-School Fair is Friday, August 7, at Fair Park's Automobile and Centennial Hall facilities. For more information, visit www.mayorsbacktoschoolfair.com.

La feria de regreso a clases del alcalde de Dallas será el viernes, 7 de agosto, en las edificaciones Automobile y Centennial de Fair Park. Para más información, visite www.mayorsbacktoschoolfair.com.

2015-2016 OBSERVANCES / CELEBRACIONES

August / Agosto 2015

26 Women's Independence Day / Women's Equality Day

September / Septiembre 2015

Library Card Sign-Up Month
Hispanic Heritage Month (Sept. 15 - Oct. 15)
7 Labor Day
7-11 National Payroll Week
8 International Literacy Day
15-19 Celebrate Freedom Week
17 Citizenship Day, Constitution Day
17-23 Constitution Week

October / Octubre 2015

Computer Learning Month
European-American Heritage Month
4-10 Fire Prevention Week
13-17 National School Lunch Week
14 Principal for a Day
23-31 Red Ribbon Week (Drug-Free Schools)
24 United Nations Day

November / Noviembre 2015

American Indian Heritage Month
National PTA Child Safety and Protection Month
11 Veterans Day
16-20 American Education Week
18 National Educational Support Professionals Day
19 National Parental Involvement Day

December / Diciembre 2015

7-11 National Inclusive Schools Week
January / Enero 2016
Board of Education Recognition Month
18 Martin Luther King Jr. Holiday

February / Febrero 2016

African-American Heritage Month
National Career and Technical Education Month
National Teen Dating Violence Awareness and Prevention Month
1 National Freedom Day
1-5 National School Counseling Week
15 Presidents' Day
17 Random Acts of Kindness Day
National PTA Foundation Day

March / Marzo 2016

Music in Our Schools Month
National Intellectual and Developmental Awareness Month
National Middle Level Education Month
National Nutrition Month
National Professional Social Work Month
Texas History Month
Theatre in Our Schools Month
Women's History Month
Youth Art Month
National School Breakfast Week (Feb. 29 - March 4)
Texas Public Schools Week (Feb. 29 - March 4)
2 Texas Independence Day / NEA's Read Across America Day

April / Abril 2016

Alcohol Awareness Month
Child Abuse Prevention and Awareness Month
Mathematics Education Month
Volunteer Recognition Month
2 International Children's Book Day
10-16 National Volunteer Week / Week of the Young Child / National Library Week / National Public Safety Week / Telecommunications Week / Public School Volunteer Week
21 San Jacinto Day
24-29 Administrative Professionals Week
27 Administrative Professionals Day

May / Mayo 2016

Asian-American Heritage Month
Better Hearing and Speech Month
Mental Health Month
National Physical Fitness and Sports Month
1-8 National Music Week
2-6 Physical Education and Sports Week
3 Teacher Appreciation Week
4 Holocaust Remembrance Day
5 Cinco de Mayo
6 National School Nurse Day
9-15 National Children's Book Week
11 National Public School Paraeducational Day
16-20 National Police Week / National Educational Bosses' Week
21 Armed Forces Day
30 Memorial Day

June / Junio 2016

14 Flag Day
19 Juneteenth (Emancipation Day in Texas)

July / Julio 2016

4 Independence Day

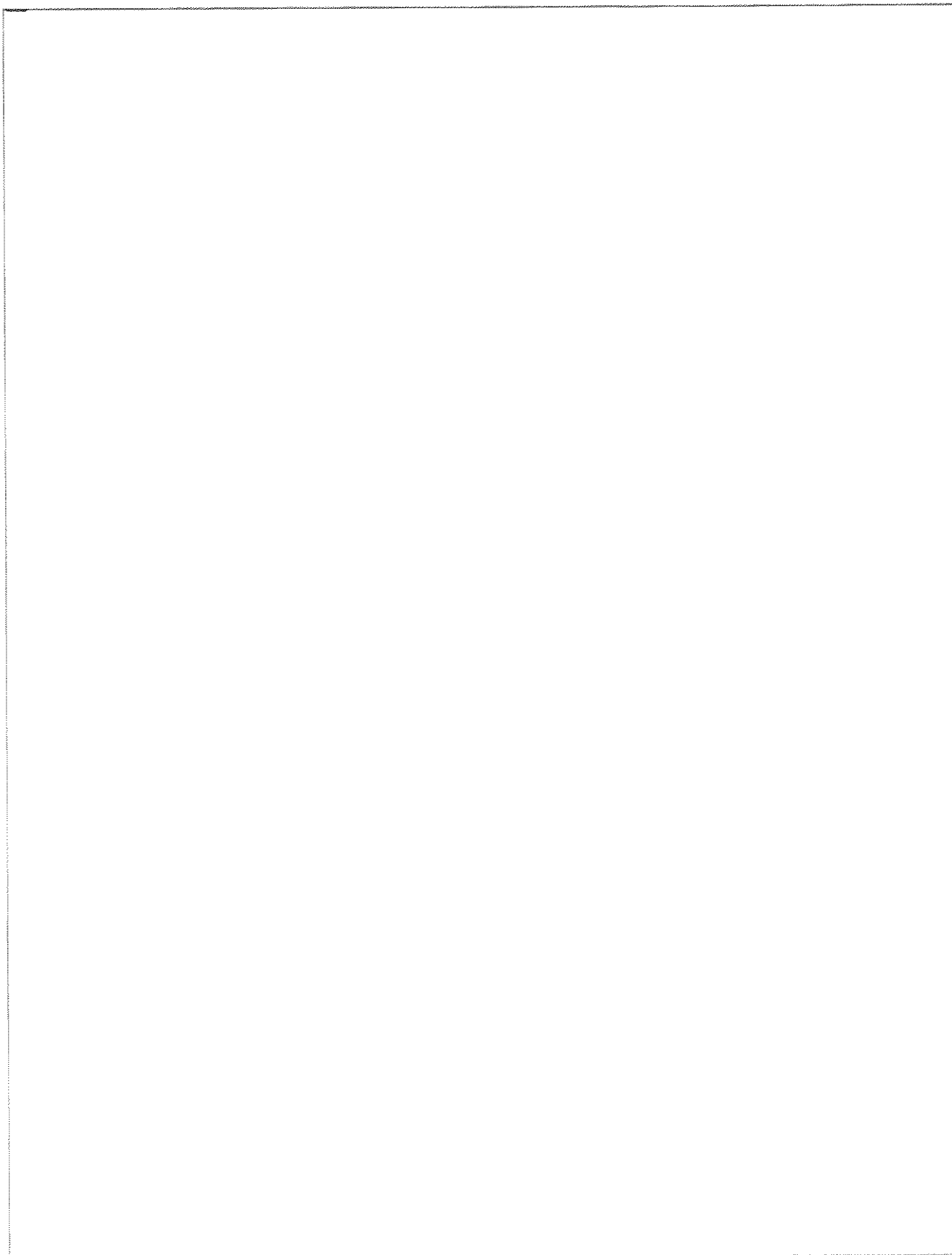
2015-16 SCHOOL YEAR COLLEGIATE 11TH/12TH CAMPUS CALENDAR

JULY 2015	AUGUST 2015	SEPTEMBER 2015	OCTOBER 2015	NOVEMBER 2015	DECEMBER 2015	JANUARY 2016	FEBRUARY 2016	MARCH 2016	APRIL 2016	MAY 2016	JUNE 2016
<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>	<div> <div>Staff Holiday (ALL)</div> <div>CHSD Holiday Only</div> <div>Professional Development</div> <div>Early Release</div> <div>CVC Only Holiday</div> <div>Bad weather make-up</div> <div>Professional Development CHSD NOT CVC</div> <div>Professional Development CVC NOT CHSD</div> <div>Testing Dates</div> <div>CVC Days</div> </div>

Staff Holiday (ALL)
 CHSD Holiday Only
 Professional Development
 Early Release
 CVC Only Holiday
 Bad weather make-up
 Professional Development CHSD NOT CVC
 Professional Development CVC NOT CHSD
 Testing Dates
 CVC Days

•Exchange day would be granted to all professional staff who have completed the campus leadership/service component of Professional Development Plan.
 For para professional staff this would be 5 hours.

CEDAR HILL 9TH/10TH GRADE:



CEDAR HILL CALENDAR OF EVENTS:

August 2015

- 1st Back to School Rally
 - 9:00am - 12:00pm
 - Ninth Grade Center
- 13th Collegiate Academy/High School Ribbon Ceremony
 - 6 pm
- 14th 6th Grade Schedule/Textbook pick-up/Parent Meeting
 - 6 pm meeting-cafeteria; textbook pick up-library
- 15th Collegiate Prep Ribbon Cutting
- 17th Senior Schedule/Textbook pick-up/Parent Meetings
 - 6 pm meeting-cafeteria; textbook pick up-library
- 18th Junior Schedule/Textbook pick-up/Parent Meetings
 - 6 pm meeting-cafeteria; textbook pick up-library
- 19th Sophomore Schedule/Textbook pick-up/Parent Meetings
 - 6 pm meeting-cafeteria; textbook pick up-library
- 20th Freshman Schedule/Textbook pick-up/Parent Meetings
 - 6 pm meeting-cafeteria; textbook pick up-library
- 21st Make-up Schedule/Textbook pick-up (no parent meetings)
 - 9:00 am - 12pm and 1 pm - 4pm library
- 22nd CVC Commit to Success New Student Orientation
 - 9:00 - 4:00pm @ CVC
- 24th First Day of School
- 31st Cedar Valley College courses begin

September 2015

- 4th CVC Senior Picture Day
 - Lifetouch (students need to sign-up for scheduled times)
- 7th No School- Labor Day
- 12th ACT Testing
- 14th First Day of Monday/Wednesday after school tutorials
- 15th Meet The Teacher Night
 - 7 pm (rotations)
- 16th Site Based Meeting
 - Time 4:15pm; library
- 18th Collegiate Campus Picture Day
 - Lifetouch
- 19th Collegiate Friends & Family Picnic (donations needed)
 - 11:00 am - 3:00 pm
 - Intramural Football begins at 10:00 am
- 28th Class Officer Campaigns begin
 - 1 regular sized approved poster

CEDAR HILL CALENDAR OF EVENTS (CONTINUED):

October 2015

- 2nd Class Officer Election Day
 - Students will vote online using Google Survey
- 3rd SAT Testing
- 3rd Fall Parent Academy / Saturday School
 - 9:00 am - 12:00 pm
- 3rd Fall Coronation Dance
 - 7:00pm - 11:00pm
 - Location TBD
- 5th Official Polling Results for Class Officers Announced
- 5th - 9th Spirit Week (twin, tacky, spirit, sports)
- 8th Parent Conferences
 - 4:00 pm - 8:00 pm*
- 9th Early Release*
- 12th No School- Fair Day
- 14th PSAT Testing (\$14.00 Fee due September 15, 2015)
- 14th Site Based Meeting
 - Time 4:15pm; library
- 16th Tutus and Bowties (6th Grade Dance)
 - 7:00pm - 9:00pm
 - Location ~ Collegiate Cafeteria
- 20th Junior Parent Meeting
 - 6 pm cafeteria
- 23rd Collegiate Campus Photo Retakes
 - Lifetouch
- 24th ACT Testing
- 27th Sophomore Parent Meeting
 - 6 pm cafeteria

November 2015

- 2nd No School- Staff Development
- 7th SAT Testing
- 11th Site Based Meeting
 - Time 4:15pm; library
- 10th Freshman Parent Meeting
 - 6 pm cafeteria

CEDAR HILL CALENDAR OF EVENTS (CONTINUED):

December 2015

- 5th SAT Testing
- 11th Class of 2016 Game Night
 - Alley Cats
- 12th ACT Testing
- 14th-19th CVC/Collegiate Final Exams
- 16th Site Based Meeting
 - Time 4:15pm; library
- 19th Alumni Silent Auction Dinner
 - 6pm
 - @Collegiate

January 2016

- 4th No School- Staff Development
- 5th Recruiting Begins*
- 8th Josten's Class Ring Information-Class of 2018
 - 8:00 am cafeteria
- 13th Site Based Meeting
 - Time 4:15pm; library
- 18th No School- MLK Day
- 20th Cedar Valley College courses begin
- 23rd SAT Testing

February 2016

- 6th ACT Testing
- 10th Site Based Meeting
 - Time 4:15pm; library
- 15th No School- Staff Development
- 19th Collegiate's Got Talent- PAC

March 2016

- 5th SAT Testing
- 16th Site Based Meeting
 - Time 4:15pm; library
- 14th-18th CVC/Collegiate Spring Break
- 27th Bad Weather Make-up/Staff Development/Comp Day
- 29th English I EOC
- 31st English II EOC

April 2016

- 7th National College Fair
 - 5:00pm - 8:30pm
 - Arlington Conv. Center
- 13th Site Based Decision Meeting
 - Time 4:15pm; library
- 22ND Class of 2016 Senior Prom
- 29th Ice Cream Social - 2:00 pm

CEDAR HILL CALENDAR OF EVENTS (CONTINUED):

May 2016

- 2nd College Signing Day
- 7th SAT Testing
- 9th 6th Grade Math STAAR
- 10th 6th Grade Reading STAAR
- 11th Site Based Decision Meeting
 - Time 4:15pm; library
- 12th Cedar Valley College Graduation- Class of 2016
- 17th Fine Arts Night
 - 7pm - Inspiring Body of Christ Church
- 26th STEAM Extravaganzaa
- 27th Bad Weather Make-up/Staff Development/Comp Day
- 30th No School- Holiday

June 2016

- 4th SAT Testing
- 11th ACT Testing

DESOTO CALENDAR:

DeSoto Independent School District **2015-2016 CALENDAR**

AUGUST 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17-21 - Staff Dev./Teacher Prep Days
24 - First Day of Instruction

SEPTEMBER 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 - Labor Day Holiday

OCTOBER 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 - State Fair Day - Staff Dev., No School
19-22 - TAKS Retesting
23 - Early Release / Parent Conferences

NOVEMBER 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

23-27 - Thanksgiving Holiday

DECEMBER 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7-11 - STAAR Testing; 18 - Early Release
Dec. 21-31 - Winter Break

JANUARY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 - Winter Break; 4 - Teacher Prep Day
5 - School Resumes
18 - Martin Luther King, Jr. Holiday

FEBRUARY 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 - Staff Development /
President's Day Holiday for Students
26 - Early Release / Parent Conferences
29 - TAKS Retesting

MARCH 2016						
S	M	T	W	T	F	S
					4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-3 - TAKS Retesting; 14-18 - Spring Break;
25 - Good Friday; 29-31 STAAR Testing

APRIL 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-6; 9-12 STAAR Testing
30 - Memorial Day Holiday

JUNE 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 - Last Day of School; Early Release
6 - Teacher Prep; 21-22 - STAAR Testing

JULY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 - Independence Day Holiday
11-14 - TAKS Retesting
11-15 - STAAR/EOC Testing/Retesting

CALENDAR KEY: () Grading Period } Semester ▲ New Teacher Orientation

- Holiday
- Staff Development Day (No school)
- Early Release
- Teacher Preparation Day (No school)
- ★ STAAR Test
- TAKS Test (Details at desotoisd.org)

SNOW DAYS:
*Students: June 6, 7
(Staff: June 7, 8)

GRADING PERIODS - 178 days

Fall Semester (78 days): Aug. 24 - Oct. 16 (38 days); Oct. 19 - Dec. 18 (40 days)

Spring Semester (100 days): Jan. 5 - March 11 (47 days); March 21 - June 3 (53 days)



www.desotoisd.org

2015-2016 CONTACTS & INFO.

SECONDARY SCHOOLS

DeSoto High School
600 Eagle Dr., DeSoto, TX 75115
972-230-0726
Exec. Head Principal: *Dr. Thurston Lamb*
Academic Principal: *Carlos Meekins*

East Middle School
601 E. Belt Line Rd., DeSoto, TX 75115
972-223-0690
Principal: *Donna Blackburn*

West Middle School
800 N. Westmoreland Rd., DeSoto, TX 75115
972-230-1820
Principal: *Reggie Lewis*

Cartistene S. McCowan Middle School
1500 Majestic Meadows Dr., GH, TX 75154
972-274-8090
Principal: *Sissy Lowe*

DeSoto Alternative Education Center (DAEC)
204 E. Belt Line Rd., DeSoto, TX 75115
972-223-2242
Principal: *Homer Webb*

WINGS (Dropout Prevention & Recovery)
210 E. Belt Line Rd., DeSoto, TX 75115
972-274-8219
Principal: *Homer Webb*

ELEMENTARY SCHOOLS

**Amber Terrace Discovery & Design
Early Childhood Academy**
224 Amber Lane, DeSoto, TX 75115
972-223-8757
Principal: *Emory Price*

Cockrell Hill Elementary
425 S. Cockrell Hill, DeSoto, TX 75115
972-230-1692
Principal: *Arista Owens-McGowan*

The Meadows Elementary
1016 The Meadows Pkwy., DeSoto, TX 75115
972-224-0960
Principal: *Shana Hawthorne*

Frank D. Moates Elementary
1500 Heritage Blvd., GH, TX 75154
972-230-2881
Principal: *Wesley Pittman*

Northside Elementary
525 Ray Ave., DeSoto, TX 75115
972-224-6709
Principal: *Brandon Ward*

Woodridge Elementary
1001 Woodridge, DeSoto, TX 75115
972-223-3800
Principal: *Robert Torres*

Ruby Young Elementary
707 Young Blvd., DeSoto, TX 75115
972-223-6505
Principal: *Bobby Sims*

GENERAL INFORMATION

School Starts August 24, 2015

School Hours of Operation

Elementaries (Gr. PK-5)	8:00 a.m. - 3:15 p.m.
Middle School (Gr. 6-8)	8:00 a.m. - 3:45 p.m.
High School (Gr. 9-12)	7:30 a.m. - 2:54 p.m.

School Zone Times (on school days only)

Mornings	7:00 a.m. - 8:30 a.m.
Afternoons	2:30 p.m. - 4:15 p.m.

Registration Information

New student registration at each campus.
August 11-21 8-11 a.m., 1-3 p.m.

Enrollment takes place at the individual campus.
A child must be age 5 on or before Sept. 1 to enter kindergarten and age 6 to enter first grade.
Please bring the following for each child:

- Birth Certificate
- Social Security Card
- Immunizations Records
- Proof of Residency - Parent must show a current Texas driver's license, Texas ID card or government issued ID and current gas, electric or utility bill/receipt and a signed affidavit of residency (forms available at each school)
- Report Cards (if applicable)

Prekindergarten Program

A child is eligible for Pre-K if the child is age 4 on or before Sept. 1 and:

- the family qualifies for free- or reduced-meal program, or
- is unable to speak or comprehend English, or
- is a homeless child, or
- is the child of an active duty member of the armed forces or child of an injured or deceased member of the armed forces, or
- has been or is in conservatorship of the state

www.desotoisd.org

FREE Breakfast/Lunch Information

DeSoto ISD is launching a FREE universal breakfast this fall so all students can eat breakfast for free. The free- and reduced-lunch program is available for eligible students.

School lunch prices:

Elementary \$2.40 Secondary \$2.60

Code of Conduct and Student Handbooks

DeSoto ISD students and their parents are responsible for reading and understanding all policies outlined in the DeSoto ISD Code of Conduct as well as each campus student handbook. Any violations will be disciplined in accordance with the policies and the law. The Code of Conduct is online at www.desotoisd.org.

Inclement Weather Alerts

In the event of inclement weather, DeSoto ISD officials make every effort to notify the media prior to 6 a.m. of the day in question. In addition, the district utilizes an alert system to call and/or e-mail all DeSoto ISD families.

Student Dress Guidelines (Uniforms)

DeSoto ISD has a uniform dress policy for students in all grades at all campuses. Students must wear white, forest green, gold, gray or black tops, spirit and college shirts. Bottoms must be khaki, black or DeSoto plaid. Campus administration will have final judgment on all matters concerning the student dress code compliance. The policy is online at www.desotoisd.org.

Student UIL Athletics

Seventh- through twelfth-graders are eligible to participate in UIL competitive athletics. All participants must have physicals, parental acknowledgment forms, and emergency information on file before the first practice.

Transportation Services

Transportation is available for students living two or more miles from their home schools. For more information and routes, contact your school or Dallas County Schools at 972-224-7329.

DISTRICT DEPARTMENTS

DeSoto ISD Main Number - 972-223-6666

Superintendent	Dr. David Harris	Ext. 218
Assessment & Accountability, After-School	Dr. Becky Sheppard	Ext. 248
Athletics	Larry Davis	972-274-8118
Business, Finance, Purchasing	Bobby LaBorde	Ext. 212
Child Nutrition	Sonya Jackson	972-230-4780
Communications	Beth Trimble	Ext. 205
Elementaries, Operations, Compliance	Dr. Gabrielle Leponier	Ext. 407
High Schools, Curriculum, Instruction	Dr. Jo Green-Rucker	Ext. 407
Human Resources	Dr. Tawana Grover	Ext. 238
Middle Schools, Student Services	Levatta Levels	Ext. 214
Parent Engagement	Dr. Amber Read	Ext. 484
Plant Services/Maintenance	Don Lester	972-223-8425
Special Education	Ruth Pervis	Ext. 251

CEDAR VALLEY COLLEGE ACADEMIC CALENDAR:

An Academic Fall Session for Financial Aid Purposes is August 14, 2015 through December 17, 2015. See Financial Aid for more information.

Fall Academic Semester, 2015

August 24 (M)	Faculty Reports
August 28 (F)	District Conference Day
August 31 (M)	Classes Begin
September 7 (M)	Labor Day Holiday
September 14 (M)	12th Class Day
November 19 (R)	Last Day to Withdraw
November 26 (R)	Thanksgiving Holidays Begin
November 30 (M)	Classes Resume
December 14-17 (M-R)	Final Exams
December 17 (R)	Semester Ends
December 21 (M)	Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office
December 24 (R)	College buildings and offices close for the holidays at end of workday
December 27-28 (S-M)	eCampus Maintenance Time

A mini-mester may be scheduled during December 18, 2015 through January 11, 2016. Contact Cedar Valley College for availability and schedules.

An Academic Spring Session for Financial Aid Purposes is December 18, 2015 through May 12, 2016. See Financial Aid for more information.

Spring Academic Semester, 2016

January 4 (M)	College Buildings and Offices Open
January 12 (T)	Faculty Reports
January 18 (M)	Martin Luther King, Jr. Day Holiday
January 20 (W)	Classes Begin
February 2 (T)	12th Class Day
February 26 (F)	TCCTA Meeting -- Friday day classes will not meet. Friday evening, Saturday and Sunday classes will meet.
February 29 (M)	Classes Resume
March 14-18 (M-F)	Spring Break -- College buildings and offices will be closed for the week.
March 21 (M)	Classes Resume
March 25 (F)	Holiday
March 28 (M)	Classes Resume
April 14 (R)	Last Day to Withdraw

May 9-12 (M-R)	Final Exams
May 12 (R)	Semester Ends
May 16 (M)	Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office
May Graduation	Ceremony dates may vary at the colleges depending on space available.

A mini-mester may be scheduled during May 13, 2016 through June 5, 2016. Contact Cedar Valley College for availability and schedules.

An Academic Summer Session for Financial Aid Purposes is May 13, 2016 through August 11, 2016. See Financial Aid for more information.

Summer I (Five Weeks)

May 30 (M)	Memorial Day Holiday
June 6 (M)	Classes Begin
June 9 (R)	4th Class Day
June 30 (R)	Last Day to Withdraw
July 4 (M)	Fourth of July Holiday
July 5 (T)	Classes Resume
July 8 (F)	Final Exams/Summer I Ends
July 11 (M)	Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office

Summer II (Five Weeks)

July 12 (T)	Classes Begin
July 15 (F)	4th Class Day
August 4 (R)	Last Day to Withdraw
August 11 (R)	Final Exams/Summer II Ends
August 15 (M)	Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office

Summer Session (Ten Weeks)

May 30 (M)	Memorial Day Holiday
June 6 (M)	Classes Begin
June 14 (T)	8th Class Day
July 4 (M)	Fourth of July Holiday
July 5 (T)	Classes Resume
July 26 (T)	Last Day to Withdraw
August 11 (R)	Final Exams/Summer Session Ends
August 15 (M)	Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office

STUDENTS ADVISING REPORT

THE FOLLOWING ADVISING REPORT IS PROVIDED TO THE HIGH SCHOOL EVERY SEMESTER FOR REVIEWING OF STUDENTS RECORD. THE ADVISING REPORT IS CONSIDERED BY CVC AS AN UNOFFICIAL TRANSCRIPT. THE ADVISING REPORT CAN BE PRINTED BY STUDENT ANY TIME USING ECONNECT.

Dallas County Community College District Advising Report		Page 1
ID#: #####	Print Date 03:05:34PM	
Name of Student	POS: None Selected	
Students Address		
Home Phone #: (###) ###-####	Acad. Standing: GOOD	
Cell Phone #: (###) ###-####	PAA: Not taken	
Email Address: Students email address	Residency Status:	
DCCCD Degrees Awarded:	1 In District	
Restrictions:	Enroll Status:	
3ECHD - CV Early College HS Dallas	CR=C	
FA SAP Status:	Types: 3EHS	
2014FA - None		
2014SU - None		
 eConnect ACCESS/LOGIN Requirements: Please verify that the e-mail address above is accurate. If a change needs to be made, go to https://econnect.dcccd.edu/econnect/st/stmenu.html and click on "Change E-mail Address" link or contact the appropriate college office listed below and have them update your e-mail address.		
Credit Students: Admissions/Registrar Office (http://econnect.dcccd.edu/registrar.html)		
CE/WT Students: Continuing Education/Workforce Training Office (http://econnect.dcccd.edu/contactCE.html)		
<hr/>		
eConnect CREDIT REGISTRATION ELIGIBILITY Status: You are unable to register online for CREDIT classes with eConnect due to the following reason(s):		
 STUDENT RESTRICTIONS:		
Description	Location	Office
CV Early College HS	Cedar valley	Admissions Office
		Phone 972-860-8206
 eConnect CE/WT (NON-CREDIT) REGISTRATION ELIGIBILITY Status: You are unable to register online for CE/WT (non-credit) classes with eConnect due to the following reason(s):		
You are under the age of 18 years old.		
<hr/>		

Reading	Scores	Date
ASSETR	33	06/03/11
ASSETR	31	12/08/11
ACCR	54	11/27/12
ACCR	99	06/11/13

Writing	Scores	Date
ACCS.WS	3	06/03/11
ACCS.WS	6	01/05/12
ACCS	67	05/12/12
ACCS	81	05/24/12
ACCS	49	06/03/11

Math	Scores	Date
TSI.DM4	7	08/11/14
TSI.DM3	6	08/11/14
TSI.DM2	6	08/11/14
TSI.DM1	4	08/11/14
TSI.14MA	336	08/11/14

CURRENT CLASSES

Term	Core	CC	Course	Cr	St/End Dt	Bld/Rm	In.Mth	Days	St/End Tm
2014FA	070	CVC	GOVT-2306-31006	3.00	08/25/14	CVB	LEC	TR	12:30PM
					12/11/14	C002			01:50P
2014FA	030	CVC	BIOL-1408-31421	4.00	08/25/14	CET	INET	MTWRFSU	TBA
					12/11/14	INET			
						CET	LAB	MTWRFSU	TBA
						INET			
2014FA	080	CVC	SOCI-1301-31420	3.00	08/25/14	CET	INET	MTWRFSU	TBA
					12/11/14	INET			
2014FA	010	CVC	ENGL-1302-31005	3.00	08/25/14	CVA	LEC	TR	02:00PM
					12/11/14	A206B			03:20P

PREVIOUS COURSE WORK

Credit	Term	Core	CC	Course	Title	Credit	Gr
	2011FA	090	CVC	PHED-1304	Hlth for Today	3.00	B
	2011FA	090	CVC	PHED-1100	Beginning Lifetime Sports Act.	1.00	A
	2012SP		CVC	PHED-1130	Inter. Lifetime Sports Act.	1.00	B
	2013FA	040	CVC	PHIL-1301	Intro Philosoh	3.00	A
	2013FA	011	CVC	SPCH-1311	Intro Spe Comm	3.00	B
	2014SP	070	CVC	GOVT-2305	Federal Government	3.00	C
	2014SP		CVC	BCIS-1405	Business Computer Applications	4.00	A
	2014SU	010	CVC	ENGL-1301	Composition I	3.00	C

A grade dispute will not be considered later than the end of the term following the term in which the grade was awarded. In a summer term, the dispute must be initiated no later than the end of the following Fall term.

GRADE POINT AVERAGE

GPA1 - ALL DCCCD HRS: 3.10

GPA1 - DCCCD HRS ATT: 21

GPA2 - DCCCD COLLEGE LEVEL HRS: 3.10

GPA2 - DCCCD HRS ATT: 21

TEC, Section 51.907 DROPS

Waived - Dual Credit Student

ACADEMIC SUCCESS PLAN/TSI STATUS

The following is your academic success plan and TSI status. If a COLLEGE-LEVEL READINESS status is posted, it is based upon TSI exemptions, test scores or waivers. If DEVELOPMENTAL COURSE listings are posted, please contact your Academic Advising Office to determine your exact path to college-level readiness. Academic Advisors can also provide information regarding alternative developmental course options.

REQUIRED COURSES

Math	Reading	Writing
DMAT-0091	College-level Ready	College-level Ready
DMAT-0093		
DMAT-0097		
DMAT-0098		
DMAT-0099		

TSI STATUS:

Math TSI Exempt/waiver:

Math TSI Status: NM Not Met

Reading TSI Exempt/waiver:

Reading TSI Status: PR Passed

Writing TSI Exempt/waiver:

Writing TSI Status: PR Passed Retake

Note: A "C" or better is required to move forward in each developmental course and to progress into college-level courses.

Learning Framework Status:

EDUC-1300: Exempt 12 CL Hours

Computer Literacy Status:

CSP: Exempt 2014SP BCIS-1405

ACADEMIC STANDING HISTORY

2014SU - GOOD

2014SP - SUSP

2013FA - PROB1

2012SP - GOOD

2011FA - GOOD

This report reflects information based on policy regulations and procedures in existence at the time it was produced and is subject to change.

FOUR YEAR GRADUATION MAP/ CROSSWALK

THE FOLLOWING MAP HAS BEEN PROPOSED TO STRUCTURE A FOUR YEAR PLAN THAT SATISFY COURSES FOR HIGH SCHOOL AND CAN PROVIDE TWO YEARS OF TRANSFERABLE COLLEGE CREDITS OR AN ASSOCIATE'S DEGREE.

ECHS Recommended Four Year Plan (Associates of Arts)					
Based on TSI scores: Reading 351, Writing 363 plus 4 or 5, & Math 350 - 390					
Qualified Freshman Students			Qualified Sophomore Students		
Fall Semester: <i>Elective credit:</i> EDUC 1300 PHED 1304	Spring Semester: <i>Elective credit:</i> PHED 1304 EDUC 1300	Summer Semester:	Fall Semester: SPCH 1311 PHIL 1301 <i>Elective credit:</i>	Spring Semester: ARTS 1301 or (*)MUSI 1306 or (*)DRAM 1310 <i>Elective credit:</i> BCIS 1405 (#)ITSC 1401	Summer Semester: <i>Elective credit:</i> (#)ITSE 1301
Qualified Junior Students			Qualified Senior Students		
Fall Semester: ENGL 1301 HIST 1301 SPAN 1411 <i>Elective credit:</i> (#)MRKG 1311 or (*)ARTS 1311 or (*)DRAM 1351 or (*) MUSI 1183 PSYC 2301	Spring Semester: ENGL 1302 HIST 1302 <i>Elective credit:</i> SPAN 1412 SOCI 1301 ECON 2301	Summer Semester:	Fall Semester: MATH 1314 GOVT 2305 (*)CHEM 1405 or (*)PHYS 1405 or BIOL 1408 <i>Elective Credits:</i> (*)ENGL 2327	Spring Semester: GOVT 2306 (*)CHEM 1406 or (*)PHYS 1407 or BIOL 1409 <i>Elective Credits:</i> (*)ENGL 2328	Summer Semester:
ECHS Recommended Four Year Plan (Associates of Science)					
Based on TSI scores: Reading 351, Writing 363 plus 4 or 5, & Math 350 - 390					
Qualified Freshman Students			Qualified Sophomore Students		
Fall Semester: <i>Elective credit:</i> PHED 1304 EDUC 1300	Spring Semester: <i>Elective credit:</i> PHED 1304 EDUC 1300	Summer Semester:	Fall Semester: SPCH 1311 PHIL 1301 <i>Elective credit:</i>	Spring Semester: ARTS 1301 or MUSI 1306 or DRAM 1310 <i>Elective credit:</i> BCIS 1405 ITSE 1301	Summer Semester: <i>Elective credit:</i> (#)ITSE 1301
Qualified Junior Students			Qualified Senior Students		
Fall Semester: ENGL 1301 HIST 1301 SPAN 1411 <i>Elective credit:</i> (*)ARTS 1311 or (*)DRAM 1351 or (*)MUSI 1183 or (#)MRKG 1311 PSYC 2301	Spring Semester: ENGL 1302 HIST 1302 <i>Elective credit:</i> SPAN 1412 SOCI 1301 ECON 2301	Summer Semester:	Fall Semester: MATH 1314 GOVT 2305 CHEM 1411 or PHYS 1401 or BIOL 1406 <i>Elective Credits:</i> (*)ENGL 2327	Spring Semester: GOVT 2306 CHEM 1412 or PHYS 1402 or BIOL 1407 <i>Elective Credits:</i> MATH 1316 (*)ENGL 2328	Summer Semester:

Course Required by: (#) = Gilliam Academy (*) = Cedar Hill (+) = Desoto

9/26/2014

NAME OF STUDENT: _____ CVC ID #: _____

ECHS Four Year Checklist (Associates of Arts)				ECHS Four Year Checklist (Associates of Science)			
FRESHMAN YEAR		JUNIOR YEAR		FRESHMAN YEAR		JUNIOR YEAR	
—	EDUC 1300 (3 credit)	—	ENGL 1301 (3 credit)	—	EDUC 1300 (3 credit)	—	ENGL 1301 (3 credit)
—	PHED 1304 (3 credit)	—	HIST 1301 (3 credit)	—	PHED 1304 (3 credit)	—	HIST 1301 (3 credit)
		—	MRKG 1311 (3 credit)			—	MRKG 1311 (3 credit)
		—	ARTS 1311 (3 credit)			—	ARTS 1311 (3 credit)
SOPHOMORE YEAR				SOPHOMORE YEAR			
—	SPCH 1311 (3 credit)	—	DRAM 1351 (3 credit)	—	SPCH 1311 (3 credit)	—	DRAM 1351 (3 credit)
—	PHIL 1301 (3 credit)	—	MUSI 1183 (1 credit)	—	PHIL 1301 (3 credit)	—	MUSI 1183 (1 credit)
—	ITSC 1401 (4 credit)	—	SPAN 1411 (4 credit)	—	ITSC 1401 (4 credit)	—	SPAN 1411 (4 credit)
—	ARTS 1301 (3 credit)	—	PSYC 2301 (3 credit)	—	ARTS 1301 (3 credit)	—	PSYC 2301 (3 credit)
—	MUSI 1306 (3 credit)	—	ENGL 1302 (3 credit)	—	MUSI 1306 (3 credit)	—	ENGL 1302 (3 credit)
—	DRAM 1310 (3 credit)	—	HIST 1302 (3 credit)	—	DRAM 1310 (3 credit)	—	HIST 1302 (3 credit)
—	BCIS 1405 (4 credit)	—	SPAN 1412 (4 credit)	—	BCIS 1405 (4 credit)	—	SPAN 1412 (4 credit)
—	ITSE 1301 (3 credit)	—	SOCI 1301 (3 credit)	—	ITSE 1301 (3 credit)	—	SOCI 1301 (3 credit)
		—	ECON 2301 (3 credit)			—	ECON 2301 (3 credit)
SENIOR YEAR				SENIOR YEAR			
—	MATH 1314 (3 credit)	—	GOVT 2306 (3 credit)	—	MATH 1314 (3 credit)	—	GOVT 2306 (3 credit)
—	GOVT 2305 (3 credit)	—	CHEM 1406 (3 credit)	—	GOVT 2305 (3 credit)	—	CHEM 1412 (3 credit)
—	CHEM 1405 (4 credit)	—	PHYS 1407 (4 credit)	—	CHEM 1411 (4 credit)	—	PHYS 1402 (4 credit)
—	PHYS 1405 (4 credit)	—	BIOL 1409 (4 credit)	—	PHYS 1401 (4 credit)	—	BIOL 1407 (4 credit)
—	BIOL 1408 (4 credit)	—	ENGL 2328 (3 credit)	—	BIOL 1406 (4 credit)	—	ENGL 2328 (3 credit)
—	ENGL 2327 (3 credit)			—	ENGL 2327 (3 credit)	—	MATH 1316 (3 credit)

ECHS Crosswalk 2015-2016

#	Core, Elective, or Deleted	TSI	College Courses	ISD Courses	Course Credits
Tier 1 Core					
1	CORE	R/W	ENGL 1301/Composition I	ENGL III AP OR ENGL III/ENGL IV	3
2	CORE	R/W	HIST 1301/History of the United States I	US HISTORY	3
3	CORE	M	MATH 1314/College Algebra	COLLEGE ALGEBRA	3
4	CORE	M	MATH 1316/Plane Trigonometry	IND STUDIES/TRIG	3
5	CORE		SPAN 1411/Beginning Spanish I	SPANISH III	4
6	CORE/ELECTIVE		SPAN 1412/Beginning Spanish II	SPANISH III	4
7	CORE/ELECTIVE	R/W	SPCH 1311/Introduction to Speech Communication	SPEECH	3
Tier 2 Core					
8	CORE	R	ARTS 1301/Art Appreciation	ART I/Part A	3
9	CORE	R/W	BIOL 1406/Biology of Science Majors I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
10	CORE	R/W	BIOL 1407/Biology of Science Majors II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
11	CORE	R/W	BIOL 1408/Biology for Non-Science Majors I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
12	CORE	R/W	BIOL 1409/Biology for Non-Science Major II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
13	CORE	R	CHEM 1405/Introductory Chemistry I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
14	CORE	R	CHEM 1407/Introductory Chemistry II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4

15	CORE	R	CHEM 1411/General Chemistry I	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
16	CORE	R	CHEM 1412/General Chemistry II	ENV. SYSTEMS/SCIENCE RESEARCH DESIGN	4
17	CORE/ELECTIVE	R	DRAM 1310/Introduction to Theater	INTRODUCTION TO THEATRE	3
18	CORE/ELECTIVE	R	ECON 2301/Principle of Economics I	ECONOMICS	3
19	CORE	R/W	ENGL 1302/Composition II	ENGL III AP OR ENGL III/ENGL IV	3
20	CORE/ELECTIVE	R/W	ENGL 2327/American Literature I	ENGL IV	3
21	CORE/ELECTIVE	R/W	ENGL 2328/American Literature II	ENGL IV	3
22	CORE	R/W	GOVT 2305/Federal Government	GOVERNMENT	3
23	CORE	R/W	HIST 1302/History of the United States II	US HISTORY	3
24	CORE/ELECTIVE	R	MUSI 1306/Music Appreciation	APPLIED MUSIC/Part A	3
25	CORE/ELECTIVE		PHED 1304/Health for Today	HEALTH	3
26	CORE/ELECTIVE	R	PHIL 1301/Introduction to Philosophy	PHILOSOPHY	3
27	CORE	R	PSYC 2301/General Psychology	PSYCHOLOGY	3
28	CORE/ELECTIVE	R/W	SOCI 1301/Introduction to Sociology	SOCIOLOGY	3
29	CORE	R	PHYS 1401/College Physics I	SCIENCE RESEARCH DESIGN	4
30	CORE	R	PHYS 1402/College Physics II	SCIENCE RESEARCH DESIGN	4
31	CORE	R	PHYS 1405/Elementary Physics I	SCIENCE RESEARCH DESIGN	4
32	CORE	R	PHYS 1407/Elementary Physics II	SCIENCE RESEARCH DESIGN	4
Tier 3 Core					

33	CORE	R/W	GOVT 2306/Texas Government	GOVERNMENT	3
ELECTIVES					
34	ELECTIVE		ARTS 1311/2-D Design	ART I/Part B	3
35	ELECTIVE	R	BCIS 1405/Business Computer Applications	BUSINESS INFO MGMT	4
36	ELECTIVE	R	DRAM 1351/Acting I	ACTING	3
37	ELECTIVE		ARTS 1316/Drawing I	ART I/Part B	3
38	ELECTIVE	R	EDUC 1300/Learning Framework	EDUCATION FRAMEWORKS	3
39	ELECTIVE		ITSC 1401/Introduction to Computers	TECHNOLOGY	4
40	ELECTIVE		ITSE 1301/Web Design Tools	TECHNOLOGY	3
41	ELECTIVE		MRKG 1311/Principles of Marketing	PRINCIPLES OF MRKG	3
42	ELECTIVE		MUSI 1183/Voice Class I	APPLIED MUSIC/Part B	1
43	ELECTIVE		SPAN 2311		3
44	ELECTIVE		SPAN 2312		3
45	ELECTIVE		BUSI 1301		3
Possible courses for 2015-2016					
	ELECTIVE		ENGL 2342/2322/2332		3
	ELECTIVE		ENGL 2343/2323/2333		3
	CORE/ELECTIVE		BIOL 2406		4

PARENT UNIVERSITY

Parent University
Collaboration:
Cedar Valley College Continuing Education
And
Early College High School Departments

Strengthen the parent's/guardian's role in the learning process, CVC Early College School should provide opportunities for the parents/guardians to learn effective ways to support their student's educational needs.

Proposal

A proposal to create a successful Parent University Program partnering with Cedar Valley College Continuing Education Department that can become a model for strengthening the all-important connection between Early College High Schools and student families and provide an opportunity for 1st generation families to begin their college experience and studies. Research has proven over and over that the more involved families are in their children's education, the greater the academic achievement. Research has also provided information on families that start out in support of each other's college experience will likely continue on taking college courses as a result.

In launching Parent University in partnership with CVC Continuing Education Department the strategy should be clear and direct:

- We train you -- the families and guardians -- to become your student's academic coaches.
- We prepare you to more effectively motivate, nurture and referee your Early College Students college life.
- We provide you an opportunity to enrich your own college experience

What kind of training is available? CVC Parent University will offer through the Continuing Education Department free classes for parents, families and guardians to support Early College High School students academically from 9th grade through high school and college graduation. In addition, CVC Parent University will offer parenting classes aimed at helping parents raise healthy and emotionally intelligent students and embrace their own college going culture and experience as well.

What classes are offered - and when and where are they held? Classes will at Cedar Valley College throughout the school year in partnership with Cedar Valley College Continuing Education Department.

One-Hour Workshops

- **Internet Safety: Keeping Your Child Safe:** Learn ways to protect children from danger online.
- **Homework Essentials:** Solutions to common homework problems and keys to successful ways to keep kids organize
- **Reading through the Genres:** Reading is the building block to learning, and for parents CVC gives them the tools to help build a strong foundation. Parents receive a handy Home Reading Log to guide progress at home.
- **Math: What Are You Teaching My Child?** Sharpens your ability to help your ECHS student with their math homework -- no matter how advanced.
- **How Do I Help My Student Get to College?** It's never too early to start preparing for college. Learn how.
- **Writing Family Stories:** In this class (three-to-six sessions), parents learn about different types of writing including poetry, biographies and letters. They create a family album featuring photos from home and their own class writings.
- **Mathematics: The Language of Numbers:** Three-session class teaches parents how to help their child in math through hands-on activities or games that cover number concepts.
- **Passport to Success:** Three-session class teaches how to teach their children to develop strong study habits to build success in school, such as how to take notes, study for tests and organize their time.

STUDENT PROGRESS REPORT

THE STUDENT PROGRESS REPORT IS LOCATED ON CEDAR VALLEY ECHS WEBSITE. THIS FORM PROVIDES OUR ISD'S THE ABILITY TO MONITOR STUDENTS' PROGRESS.

PROGRESS REPORT #1:

Cedar Valley College 2015-2016 Student Progress Report

Student Name (PRINT) _____ COLLEGE ID _____ Semester _____

The progress of this student is being monitored to promote his/her success. Instructors, please assist us by completing the information below on the student enrolled in your class. Thank you for your cooperation and support.

CLASS #1

Instructor's Name (Print) _____ Course Name _____ Course Number/Section _____

Current Grade/Average _____

- ☐ The student has regular class attendance (no excessive absences).
- ☐ Student has missed or been late to 3 or more classes
- ☐ Student is inattentive in class
- ☐ Student is current with assignments
- ☐ Student has not performed well on exams
- ☐ The instructor recommends individualized assistance for the student.

Comments _____

Instructor Signature _____ Date _____

Parent Signature _____ Date _____

CLASS #2

Instructor's Name (Print) _____ Course Name _____ Course Number/Section _____

Current Grade/Average _____

- ☐ The student has regular class attendance (no excessive absences).
- ☐ Student has missed or been late to 3 or more classes
- ☐ Student is inattentive in class
- ☐ Student is current with assignments
- ☐ Student has not performed well on exams
- ☐ The instructor recommends individualized assistance for the student.

Comments _____

Instructor Signature _____ Date _____

Parent Signature _____ Date _____

CLASS #3

Instructor's Name (Print) _____ Course Name _____ Course Number/Section _____

Current Grade/Average _____

- ☐ The student has regular class attendance (no excessive absences).
- ☐ Student has missed or been late to 3 or more classes
- ☐ Student is inattentive in class
- ☐ Student is current with assignments
- ☐ Student has not performed well on exams
- ☐ The instructor recommends individualized assistance for the student.

Comments _____

Instructor Signature _____ Date _____

Parent Signature _____ Date _____

PROGRESS REPORT #2:

Course Name _____ Course Section Number _____ Semester _____

The progress of these students are being monitored to promote their success. Instructors, please assist us by completing the information below on the student enrolled in your class. Thank you for your cooperation and support.

	Student Name	Student ID	Current Grade/Ave	Regular Attends (Yes/No)	Missed 3 or More Classes (Yes/No)	Inattentive in Class (Yes/No)	Current with Assignments (Yes/No)	Did Not Perform Well on Exams (Yes/No)	Recommend Individual Assistance (Yes/No)	Other Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										

ECHS TESTING INFORMATION

New TSI Assessment Information

After you are admitted, but before registering for your first course at Cedar Valley, you must meet the requirements of the Texas Success Initiative (TSI), which include assessment testing.

***Note:** First time testers must take the entire assessment in one sitting, which may take up to 5 hours.

Texas Success Initiative (TSI)

TSI is a state-legislated program designed to improve student success in college. Part of the program is an assessment to determine your basic skills in reading, mathematics and writing.

All students are required by law to take an assessment test approved by the Texas Higher Education Coordinating Board (THECB).

Certain scores on SAT, ACT, THEA, or TAKS may be used for exemptions. Speak with an advisor to determine if you are exempt or waived from TSI requirements.

Assessment is not used to determine admission except for students wishing to enroll in "special admissions" programs. You are expected to consult with the college advising center in order to meet the TSI requirements. It is your responsibility to be aware of all TSI regulations.

Assessment is not required for students enrolling in continuing education courses or students seeking a certificate (except in certain cases where a selected course requires a skills prerequisite).

Along with the new testing instrument, students will be required to participate in a mandatory *Pre-Assessment Activity* prior to testing. DCCCD students should go to eConnect, to the **Current Credit Students** menu, under Prepare to Register view the **Pre-Assessment Video**. This video is designed to help students understand the importance of the test, give the students opportunity to preview and practice sample questions, and introduce course options and available resources. Students are encouraged to take advantage of the preparation offered through the Pre-Assessment Activity as this test will determine the student's eligibility for entry level college courses.

For TSI testing:

ECHS Students **must** report to Cedar Valley ECHS office (Building B, Room 121) for a Test Referral prior to going to our Testing Center. All students are required to have a photo I.D. to test, for more information please view the [Testing Center website](#).

ECHS testing hours:
Monday – Thursday 8:30 AM – 3:30 PM
Friday 8:30 AM – 11:30 AM

TSI TESTING REQUEST GUIDELINES

Off-site (At the High School):

1. Schools should submit a request through the Early College High School Office. The school may request certain dates but doing so does not guarantee the Testing Center will be able to accommodate the school on the requested dates. Requesting a time frame allows for more flexibility.
2. Requests should include:
 - a. Dates
 - b. Approximate number of students to test
 - c. Which sections of the TSI will be administered (Note: The Testing Center cannot administer more than two (2) sections per day. Most schools prefer to request Reading and Writing on one day and Math on another)
 - d. Time availability (Note: The School must allow a minimum of two (2) hours per section)
3. Two (2) weeks prior to the assigned testing date, a list of student names and DCCCD ID#s must be submitted to the Early College High School Office who will in turn give it to the Testing Center for review. ONLY students listed and approved will be allowed to test on the assigned day. Last minute additions are prohibited.
4. High School staff must be assigned to and remain in all testing classrooms to monitor and manage student behavior.
5. The Testing Center will only schedule ONE testing session per day.
6. On Testing Day:
 - a. The computers must be booted up and the browsers should be set to the TSI screen at ACCUPLACER.org
 - b. Pop-ups must be turned off
 - c. An IT person must be on-site, in the room ready to assist

Note: Students are allowed two (2) free attempts of the TSI exam. Each section is \$10 per attempt directly following. Students needing to pay for a retest must test at CVC. They will not be tested off-site.

At CVC:

Large Group:

1. School should submit a request through the Early College High School Office. The school may request certain dates but doing so does not guarantee the Testing Center will be able to accommodate the school on the requested dates. Requesting a time frame allows for more flexibility. Cedar Valley recommends requesting Fridays for testing as more of our computer labs are available.
2. All students must complete the two part Cedar Valley College Pre-Assessment Activity (PAA) at least two (2) weeks prior to the assigned testing dates. This is to allow the Testing Center time to review all of the students and approve their testing eligibility.
3. Two (2) weeks prior to the assigned testing date, a list of student names and DCCCD ID#s must be submitted to the Early College High School Office who will in turn give it to the Testing Center for review. ONLY the students listed and

approved will be allowed to test on the assigned day. Last minute additions are prohibited.

4. Students will need to bring photo ID with them to the campus.

Individual:

1. Students are required to report to the Early College High School Office in order to retrieve their testing waiver prior to going to the Testing Center.
2. Students must report to the Early College High School Office for testing by 3:30 pm on Mondays – Thursdays and 11:30 am on Fridays. Students must begin testing no later than 4:00pm Monday – Thursday and no later than noon on Fridays.
3. Students are required to have a photo ID
4. If a student has not completed a portion of the test at 8:00pm. She/he will be required to save his or her work and return to complete the exam.
5. Students have three (3) days to return complete a single section of the exam.

PLACEMENT SCORES

Placement Scores		
TSI		
<i>READING</i>	<i>WRITING</i>	<i>MATH</i>
351	1. A placement score of at least 350, and an essay score of at least 5. 2. A placement score of at least 363, and an essay score of 4 3. A placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least 5	350-390
ACT		
<i>COMPOSITE</i>	<i>ENGLISH</i>	<i>MATH</i>
23	19	19
SAT		
<i>COMPOSITE</i>	<i>VERBAL</i>	<i>MATH</i>
1070	500	500
STAAR (for exiting 10th grade class)		
STAAR English II EOC (combined test)		STAAR Algebra I EOC
4000		4000

ECHS COURSES AND REMEDIAL COURSE GUIDELINES

DALLAS COUNTY COMMUNITY COLLEGES' GUIDELINES FOR EARLY COLLEGE HIGH SCHOOLS AND MIDDLE COLLEGES DUAL CREDIT COURSES AND REMEDIAL COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS 2015-16 Academic Year

The following guidelines reflect **current** Texas Higher Education Coordinating Board (THECB) rules and regulations (Chapter 4, Subchapters D and G) and Dallas County Community College District (DCCCD) policies and procedures. THECB rules and DCCCD policies and procedures are always subject to change with the new changes taking precedence.

While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor Career Pathway Program articulated agreements. They do address course credit where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. They also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness (STAAR) test(s) or other state designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment (TSIA) test(s).

1. Texas public colleges and universities are eligible to enter into agreements with Texas public schools to create an Early College High School (ECHS). Any College/University that participates in the creation of an ECHS shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner. For any instructional partnerships between Texas public school(s) and a college of the DCCCD to create an Early College High School, an agreement must be approved by the governing boards or designated authorities of both the Texas public school district(s) and the DCCCD prior to the offering of courses. This agreement must address the following:
 - A. Student eligibility requirements.
 - (1) The student enrolled in Early College High School/Middle College may enroll in more than two dual credit courses per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or high school standing.
 - (2) The student must complete a pre-assessment activity (PAA) and practice test, administered by the colleges, prior to taking the official Texas Success Initiative Assessment (TSIA) battery of tests.
 - (3) An Early College High School shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - (4) After assessment, the Early College High School, using guidelines established by the College/University, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - (5) The student must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative relating to College Ready and Adult Basic Education (ABE) Standards on relevant section(s) of the Texas Success Initiative Assessment (TSIA) OR other appropriate state approved test scores (eleventh grade exit-level TAKS, or ACT, SAT or STAAR end-of-course assessments). Score requirements can be altered by the THECB with the currently approved scores being used for eligibility and course placement purposes.
 - (6) Dual Credit students may be eligible to receive a TSI level-one certificate waiver. If the student takes dual credit course(s) that are not included in a level-one certificate, then:
 - (a) the student will not be eligible for a TSI level-one certificate waiver; and

(b) the student will be required to take the TSIA unless the student presents qualifying TAKS, ACT, SAT or STAAR scores to make the student exempt from TSI requirements.

(7) A high school student is eligible to enroll in dual credit courses that are TSI liable in reading, writing, and/or mathematics under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR EOC exam; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC and passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(8) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(9) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(10) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(11) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute in the eleventh and/or twelfth grade and shall not be required to provide any additional demonstration of college readiness.

(12) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program in the eleventh and/or twelfth grade under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam; or
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR exam; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC and passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(13) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(14) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(15) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(16) Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Dual Credit Coordinator.

(17) Score requirements can be altered by the THECB or DCCCD with the currently approved scores being used for eligibility and course placement purposes.

(18) The student must meet all admissions criteria of the college.
In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.

(19) Eligibility for continued participation in DCCCD Dual Credit program requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.

(20) Students must discuss with their high school counselor if they wish to withdraw from their college course(s).

- Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of F.
- Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.

(21) Dual Credit Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt, they should take care when selecting additional courses

to be transferred toward a Baccalaureate degree. House Bill 1172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.

State limits are:

- (a.) For students entering public Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).
- (b.) For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

(22) Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

(23) Students attending classes on a DCCCD campus must present proof of immunization for bacterial meningitis or present the appropriate exemption.

B. Faculty Qualifications

- (1) The college must select instructors of dual credit courses. These faculty must be regularly employed faculty members of the college or must meet all criteria established for credit instruction in the DCCCD, including SACSCOC criteria. The approval procedures used by the college to select faculty must be the same as that used for faculty teaching at the college campus.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the college campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors, including attending orientations, faculty meetings, and staff development activities.
- (4) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction and Grading

- (1) Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.
- (2) The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.

D. Location of Dual Credit Classes

- (1) Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the college shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

E. Composition of Dual Credit Classes

- (1) Dual credit courses must be taught on the college and/or the high school campus.
- (2) Dual credit classes may be composed of dual credit students only or dual and college credit students. Exceptions for a mixed class, which would include high school credit-only students, may be allowed by meeting one of the following conditions:
 - (a.) If the course involved is required for completion under the State Board of Education graduation requirements, and the high school is otherwise unable to offer such a course; or
 - (b.) If the high school credit-only students are College Board Advanced Placement students; or
 - (c.) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

F. Student Services

- (1) High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
- (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
- (3) All other benefits provided to college students will be provided to high school students enrolled in dual credit courses.
- (4) If a student is enrolled simultaneously in college and high school in a dual credit program, the two schools may share information regarding the student. This complies with 34 CFR 99.34(b).

G. Eligible Courses

- (1) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB.
- (2) Dual credit classes must be equal in quality and rigor to classes offered on the college campus.
- (3) The textbook and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the college.
- (4) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
- (5) Regular academic policies applicable to courses taught at the college campus must also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus.
- (6) Some courses may not be offered for dual credit if the colleges receive no state funding for such courses.

H. Transcription of Credit. Transcription of dual credit on a college transcript should be handled exactly as it is for other college-level courses.

I. Evaluation and Accountability. The Early College High School and College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state designated instrument(s) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).

J. Funding

(1) State funding for high school and college will be available to the public school district and the college based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.

(2) The college may claim funding for all ECHS students receiving college credit.

K. Salaries. Payment of salaries shall be determined by the College and High School.

L. Tuition and costs. Tuition and costs may be waived for students enrolled in Early College dual credit programs.

M. Tuition may not be waived for high school students enrolled in college courses where only college credit is to be awarded.

N. For the purposes of dual credit, the high school or the college may charge the other any expenses associated with the use of facilities.

O. College may charge ISD or high school cost of textbooks, required course supplies and the cost of additional DCCCD personnel needed to administer and/or personnel utilized within labs. Students may be responsible for the costs of textbooks and required course supplies when such costs are not being provided by the ISD or high school.

P. Dual credit students may initially take all three component areas of the college's Texas Success Initiative Assessment (TSIA), at no cost and re-test once within each of the three component areas at no cost. For additional testing, dual credit students, ISD or high school must pay college for re-test costs.

2. The college may contract with school districts as outlined above to provide remedial courses for students enrolled in public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The college may not waive tuition for remedial courses unless approved by the DCCCD Board.

3. As rules and regulations are subject to change, please refer to the DCCCD web catalog at <https://www1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

April 2009

Revised April 2010

Revised April 2011

Revised March 2012

Revised March 2013

Revised Feb 2014

Revised Nov. 2014

DCCCD/Educational Affairs/Nov. 2014/vgh

ECHS ADVISING COUNCIL CONTACT INFORMATION

4th Wednesday of each Month		Time: 2:00 pm - 3:30pm Location: A114A	
Andrea Haga	Faculty/Coordinator History	ahaga@dcccd.edu	<u>8236</u>
Interim	Vice President/Student Services		<u>2931</u>
Barbara Boakye	Dean of Instruction	barbara.boakve@chisd.net	<u>972-860-8284</u>
Brenda Thomas	Senior Academic Advisor (High School)	bjthomas@dcccd.edu	<u>8070</u>
Carolyn Ward-Boswell	Project Manager	cboswell-ward@dcccd.edu	<u>972.765.7156</u>
Dan Rogers	Coordinator, Speech	drogers@dcccd.edu	<u>8075</u>
Rabab Fares	Interim Vice President of Instruction	rfares@dcccd.edu	<u>8243</u>
Eddy Rawlinson	Executive Dean, MSAH	ebrawlinson@dcccd.edu	<u>5210</u>
Ford, Robin	DeSoto ISD	Robin.Ford@desotoisd.org	
Gerardo Vega	Faculty Spanish	gvega@dcccd.edu	<u>8190</u>
Marilyn Dunlap	Counselor, Gilliam Collegiate Academy	mdunlap@dallasisd.org	<u>972-925-1414</u>
Folade Burles	Counselor, Cedar Hill Collegiate	Folade.burles@chisd.net	<u>469-272-2021</u> <u>x7814</u>
Grenna Rollings	Student Support Services	grollings@dcccd.edu	<u>8181</u>
Griffin, Valarie	DeSoto ISD	Valarie.Griffin@desotoisd.org	<u>972-230-0726</u> <u>x1703</u>
Harris, Lesa	Desoto ISD	Les.Harris@desotoisd.org	
Jackie Fagan	Principal, Cedar Hill Collegiate High School	jackie.fagan@chisd.net	<u>469.272.2021</u>
Jarlene DeCay	Dean of Student Success	jdecav@dcccd.edu	<u>860-0800</u>
Linda Osagie	Director, Admissions and Registrar	losagie@dcccd.edu	<u>8016</u>
Louvain Guiomard	Admissions	lguiomard@dcccd.edu	<u>5262</u>
Mireyda Mendez	ECHS Administrative Assistant	mmendez@dcccd.edu	<u>8157</u>
Olivia Guerra	Director College Readiness	oguerra@dcccd.edu	<u>8067</u>
Ollivette Hill	Coordinator, Chemistry	ohill@dcccd.edu	<u>8297</u>
Rebekah Rios-Harris	Program Coordinator English	rios-harris@dcccd.edu	<u>8294</u>
Reginald Samuel	Gilliam Collegiate Academy	rsamuel@dallasisd.org	<u>972-925-1410</u>
Ruben Johnson	Executive Dean, Business/Technology	rjohnson@dcccd.edu	<u>8161</u>
S Chuck McCarter	Director ECHS	scm3070@dcccd.edu	<u>8154</u>
Tamera Francis	Principal, Gilliam Collegiate Academy	tafrancis@disd.org	<u>972-925-1402</u>
Threedanuj Ungchusri	Faculty, Biology	tungchusri@dcccd.edu	<u>2986</u>
Tommy Thompson	Co-Coordinator, Mathematics	thompson@dcccd.edu	<u>8272</u>
Angela Batiste	Principal, DeSoto	angela.batiste@desotoisd.org	<u>972-230-0726</u> <u>x1703</u>

CEDAR VALLEY COLLEGE GRADUATION

THE FOLLOWING FORMS MUST BE COMPLETED BY ALL GRADUATING CLASS. FOR MORE INFORMATION PLEASE CONTACT DIANA LIRA (DEGREE AUDIT SPECIALIST) AT 972-860-8069.

Date: _____



Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Application for GRADUATION - DIPLOMA - CERTIFICATE

* FILING DEADLINES ARE: OCTOBER FOR FALL; MARCH FOR SPRING; JULY FOR SUMMERS.*

Last Name First Name Middle Name

****PRINT NAME AS YOU WISH IT TO APPEAR ON DIPLOMA/CERTIFICATE****

Student ID# _____ / PTK Member: Y / N

Mail ALL Graduation Correspondence and My Diploma/Certificate to this Address (If your address changes you MUST notify Degree Audit):

Address City State Zip

Email Address Phone# ()

Anticipated Semester of Graduation: _____ Fall _____ Spring _____ Summer

Please choose one of the following: I will _____ or I will not _____ participate in Graduation.
(A graduation ceremony is held only once a year in May)

Check Appropriate Box: _____ Associate in Arts
_____ Associate in Science
_____ AA/AS Emphasis/Field of Study Degree
_____ Associate in Applied Sciences
_____ Certificate
_____ Associates of Arts in Teaching Degree

CODE: _____

FORM CAN BE RECEIVED VIA FAX @972/860-8001 OR Email at dlira@dcccd.edu

*****OFFICE USE ONLY*****

Semester _____ Year _____ Code _____

Code _____ Code _____

Code _____ Date Posted to Record _____

Date Graduated _____ Entered into Database _____ Scanned _____

DEGREE PLAN REQUEST **DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**

UNOFFICIAL EVALUATIONS may be requested at the Counseling or Advising Center. This form is for an Official Evaluation of your academic credentials. Degree Plans may be requested any time during your first term or any subsequent terms within the DCCCD, provided ALL official transcripts are on file at the college from which you request the evaluation. **THIS IS NOT AN APPLICATION FOR GRADUATION NOR A DIPLOMA.** You may contact the Registrar's Office at your college for a Graduation Application form.

PERSONAL INFORMATION: (Please Print Clearly)

Student I.D. Number: _____ Full Name: _____
 (Last) (First) (MI)

Give names (if different from above) that are on transcripts from other institutions:

ADDRESS:	APT #:	CITY:	STATE:	ZIP:
E-MAIL ADDRESS:		HOME PHONE NUMBER:	BUSINESS PHONE NUMBER:	

STUDENT STATUS: (CHECK ALL THAT APPLY)

- ☐ DCCCD hours only
☐ Attended other Colleges or Universities (You must have ALL Official Transcripts on file at the college from which you request the Degree Plan)
☐ Receiving VA Benefits (You must have a Degree Plan to be certified)
☐ Receiving Financial Aid Benefits (You must have a Degree Plan to be certified)

DEGREE OR CERTIFICATE TYPE: (CHECK ONE)

- ☐ Associate in Arts - General ☐ Associate in Arts - (Specify Emphasis/FOS Program): _____
☐ Associate in Science - General ☐ Associate in Science - (Specify Emphasis/FOS Program): _____
☐ Associate of Arts in Teaching (Specify Academic Program): _____
☐ Associate in Applied Science (Specify Technical Program): _____
☐ Certificate (Specify Technical Program): _____
☐ Enhanced Skills Certificate (Specify Skills Area): _____
(This Certificate is awarded only to students who have already completed or are concurrently completing the Associate in Applied Science Degree)
☐ Skills Achievement Award (Specify Skills Area): _____

CATALOG YEAR: If you do not indicate a catalog year, the current catalog year will be used. Your program requirements must be completed within five years of the effective date of the catalog year chosen.

I choose catalog year: _____

I plan to complete all requirements for graduation: Semester _____ Year _____

The DCCCD reserves the right to make changes to Degree Plans at any time to reflect Board Policies, Administrative, State and Federal Regulations.

PREVIOUS COLLEGES ATTENDED: Please be advised, it is YOUR responsibility to provide ALL Official Transcripts to the college from which you request the Degree Plan and be aware that processing will not begin until ALL Transcripts are received at the college.

List all Colleges attended OUTSIDE the DCCCD	Transcripts are on file at which DCCCD College?	Transcripts have been evaluated
	<input type="checkbox"/> BHC <input type="checkbox"/> CVC <input type="checkbox"/> EFC <input type="checkbox"/> ECC <input type="checkbox"/> MVC <input type="checkbox"/> NLC <input type="checkbox"/> RLC	<input type="checkbox"/> Yes, when _____ <input type="checkbox"/> No
	<input type="checkbox"/> BHC <input type="checkbox"/> CVC <input type="checkbox"/> EFC <input type="checkbox"/> ECC <input type="checkbox"/> MVC <input type="checkbox"/> NLC <input type="checkbox"/> RLC	<input type="checkbox"/> Yes, when _____ <input type="checkbox"/> No
	<input type="checkbox"/> BHC <input type="checkbox"/> CVC <input type="checkbox"/> EFC <input type="checkbox"/> ECC <input type="checkbox"/> MVC <input type="checkbox"/> NLC <input type="checkbox"/> RLC	<input type="checkbox"/> Yes, when _____ <input type="checkbox"/> No
	<input type="checkbox"/> BHC <input type="checkbox"/> CVC <input type="checkbox"/> EFC <input type="checkbox"/> ECC <input type="checkbox"/> MVC <input type="checkbox"/> NLC <input type="checkbox"/> RLC	<input type="checkbox"/> Yes, when _____ <input type="checkbox"/> No

STUDENT SIGNATURE:	DATE:
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OFFICE USE ONLY		
DATE RECEIVED:	STAFF INITIALS:	DATE RETURNED:
DATE MAILED:		REASON RETURNED:

CEDAR VALLEY COLLEGE PRE-REQUISITES

HARD-CODED PREREQUISITES IN COLLEAGUE

<i>CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded</i>				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
ARTS 1301	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
BCIS-1405	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

<i>CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded</i>				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
BIOL 1407				
BIOL 1408	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	Complete BIOL 1406

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
BIOL-2401				Complete 1 of the following: 1) BIOL 1406 2) SCIT 1407
BIOL-2402 BIOL-2406			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	Complete BIOL 2401
BIOL-2416 BIOL-2420				Complete BIOL 1406 Complete 1 of the following: 1) BIOL 1406 2) SCIT 1407 3) BIOL 2401
BIOL-2421				Complete BIOL 1406, BIOL 1407 & CHEM 1411
BIOL-2428				Complete BIOL 1406 & BIOL 1407

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
CHEM 1104	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			Complete 1 of the following: 1) DMAT 0090 with a "C" or higher 2) Equivalent test scores 3) Math course above 0090 level
CHEM 1204	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			Complete 1 of the following: 1) DMAT 0090 with a "C" or higher 2) Equivalent test scores 3) Math course above 0090 level
CHEM 1405	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			Complete 1 of the following: 1) DMAT 0091 or DMAT 0098 with a "C" or higher 2) Equivalent test scores 3) Math course above 0091 level

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
CHEM 1406	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		Complete 1 of the following: 1) DMAT 0090 with a "C" or higher 2) Equivalent test scores 3) Math course above 0090 level
CHEM 1407	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
CHEM 1411	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher	Complete 1 of the following: MATH 1314 or equivalent academic preparation	High School Chemistry is strongly recommended

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
CHEM 1412			Complete CHEM 1411 with a minimum grade of "C"
CHEM 2389			Complete CHEM 1412 with a minimum grade of "C"
CHEM 2401			Complete the following: 1) CHEM 1412 with a minimum grade of "C" and 2) MATH 1314 or 1414 with a minimum grade of "C"
CHEM 2402			Complete the following: 1) CHEM 1412 with a minimum grade of "C" and 2) MATH 1314 or 1414 with a minimum grade of "C"
CHEM 2423			Complete CHEM 1412 with a minimum grade of "C"
CHEM 2425			Complete CHEM 2423 with a minimum grade of "C"
COSC 1315	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
COSC 1401			

HARD-CODED PREREQUISITES IN COLLEAGUE

COURSE **CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded**
 READING PREREQUISITE **MATH PREREQUISITE** **WRITING & READING** **ALL OTHER PREREQUISITES**
 CRSE reflects rule PREQ0003 CRSE reflects rule PREQ0002 PREREQUISITE CRSE reflects rule PREQ0001

COSC 1415 **Complete 1 of the following:**
 1) DREA 0093 with a "C" or higher
 2) ESOL 0044 with a "C" or higher
 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093
 4) Complete a Reading required CORE course listed; with a "C" or higher

COSC 1436	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher.			
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DRAM 1310 **Complete 1 of the following:**
 1) DREA 0093 with a "C" or higher
 2) ESOL 0044 with a "C" or higher
 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093
 4) Complete a Reading required CORE course listed; with a "C" or higher

HARD-CODED PREREQUISITES IN COLLEAGUE

COURSE **CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded**
 READING PREREQUISITE **MATH PREREQUISITE** **WRITING & READING** **ALL OTHER PREREQUISITES**
 CRSE reflects rule PREQ0003 CRSE reflects rule PREQ0002 PREREQUISITE CRSE reflects rule PREQ0001

DRAM 1330 **Complete 1 of the following:**
 1) DREA 0093 with a "C" or higher
 2) ESOL 0044 with a "C" or higher
 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093
 4) Complete a Reading required CORE course listed; with a "C" or higher

DRAM 1351 **Complete 1 of the following:**
 1) DREA 0093 with a "C" or higher
 2) ESOL 0044 with a "C" or higher
 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093
 4) Complete a Reading required CORE course listed; with a "C" or higher

DRAM 2331

Complete DRAM 1330

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE ALL OTHER PREREQUISITES CRSE reflects rule PREQ0001
DRAM 2351			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher
DRAM 2366	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE ALL OTHER PREREQUISITES CRSE reflects rule PREQ0001
ECON 1301	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
ECON 1303	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
ECON 2301	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
ECON 2302	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
ECON 2311	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093			
EDUC 1300	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
ENGL 1301			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	
ENGL 1302				Complete ENGL 1301
ENGL 2311				Complete ENGL 1302
ENGL 2321				Complete ENGL 1302
ENGL 2322				Complete ENGL 1302
ENGL 2323				Complete ENGL 1302
ENGL 2326				Complete ENGL 1302
ENGL 2327				Complete ENGL 1302
ENGL 2328				Complete ENGL 1302
ENGL 2331				Complete ENGL 1302
ENGL 2332				Complete ENGL 1302
ENGL 2333				Complete ENGL 1302
ENGL 2343				Complete ENGL 1301 and ENGL 1302 with a "C" or higher.
ENGR 1172				Complete MATH 2412 or equivalent
ENGR 1201				Complete MATH 1314 or equivalent

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
ENGR 1305				Complete ENGR 1304
ENGR 1307				Complete MATH 1316 AND ENGR 1304
ENGR 2105				Complete MATH 1316 AND ENGR 1304
ENGR 2110				Complete COSC 1415 or 1436
ENGR 2300				Complete MATH 2414
ENGR 2301				Complete PHYS 2425
ENGR 2302				Complete ENGR 2301
ENGR 2305				Complete MATH 2414 AND PHYS 2425
ENGR 2306				Complete MATH 1314 or equivalent
ENGR 2307				Complete PHYS 2426
ENGR 2308				Complete MATH 2413 or equivalent
ENGR 2310				Complete COSC 1415 or 1436
FORS 2450				Complete PSYC 2301
GOVT 2305	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher. ADDED 01/14/13		Complete 1 of the following: 1) DWRI 0093 with a "C" or higher 2) ESOL 0054 with a "C" or higher 3) TSI approved Writing test score equivalent to TSI met. 4) Complete a Writing required CORE course listed; with a "C" or higher. ADDED 01/14/13	

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
GOVT 2306	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		Complete 1 of the following: 1) DWRI 0093 with a "C" or higher 2) ESOL 0054 with a "C" or higher 3) TSI approved Writing test score equivalent to TSI met. 4) Complete a Writing required CORE course listed; with a "C" or higher	
HIST 1301			Complete 1 of the following: 1) DWRI 0093 with a "C" or higher 2) ESOL 0054 with a "C" or higher 3) TSI approved Writing test score equivalent to TSI met. 4) Complete a Writing required CORE course listed; with a "C" or higher	

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
HIST 1302			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher
HIST 2301			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
MATH 1314		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher	
MATH 1316			Complete 1 of the following: 1) Math 1314 2) Math 1414
MATH 1324		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher	
MATH 1325			Complete 1 of the following: 1) MATH 1324 2) MATH 1314 3) MATH 1414

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
MATH 1342		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher		
MATH 1348 MATH 1350				Complete Math 1316 Complete 1 of the following: 1) MATH 1314 2) MATH 1414
MATH 1351 MATH 1370				Complete MATH 1350 Complete 1 of the following: 1) MATH 1325 2) MATH 1425
MATH 1314		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher		
MATH 1425				Complete 1 of the following: 1) MATH 1324 2) MATH 1314 3) MATH 1414

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
MATH 2305				Complete MATH 2413 or equivalent
MATH 2315 MATH 2318				Complete MATH 2414 Complete MATH 2413 or equivalent
MATH 2320 MATH 2342		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher		Complete MATH 2414
MATH 2412 MATH 2413				Complete MATH 1316 Complete MATH 2412 or equivalent
MATH 2414				Complete MATH 2413 or equivalent
MATH 2415				Complete MATH 2414 or equivalent
MATH 2418				Complete MATH 2413 or equivalent
MATH 2420				Complete MATH 2414

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
MATH 2442		Complete 1 of the following: 1) DMAT 0093 with a "C" or higher 2) DMAT 0099 with a "C" or higher 3) TSI approved Math test score equivalent to exiting from (or being exempt from) DMAT 0093/0099 4) Complete a Math required CORE course listed; with a "C" or higher	
MATH 2513			Complete 1 of the following: 1) MATH 2412 2) MATH 1348
MUSI 1306	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001
MUSI 1308	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
MUSI 1309	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
PHED 1164	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
PHIL 1301	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHIL 1304	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHIL 1316	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
PHIL 2318	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHIL 2321	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHYS 1401	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
PHYS 1402				Complete PHYS 1401 AND Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher
PHYS 1403	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
PHYS 1404	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHYS 1405	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PHYS 1407	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001
PHYS 1415	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
PHYS 1417	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		
PHYS 2425	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded			
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001
PHYS 2425			Complete PHYS 2425 AND Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher
PSYC 1300	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher		

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
PSYC 2301	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PSYC 2306	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
PSYC 2314	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			

HARD-CODED PREREQUISITES IN COLLEAGUE

CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded				
COURSE	READING PREREQUISITE	MATH PREREQUISITE	WRITING & READING PREREQUISITE	ALL OTHER PREREQUISITES
	CRSE reflects rule PREQ0003	CRSE reflects rule PREQ0002	CRSE reflects rule PREQ0001	
PSYC 2316	Complete 1 of the following: 1) DREA 0093 with a "C" or higher 2) ESOL 0044 with a "C" or higher 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 4) Complete a Reading required CORE course listed; with a "C" or higher			
SOCI 1301			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading AND Writing test score. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	

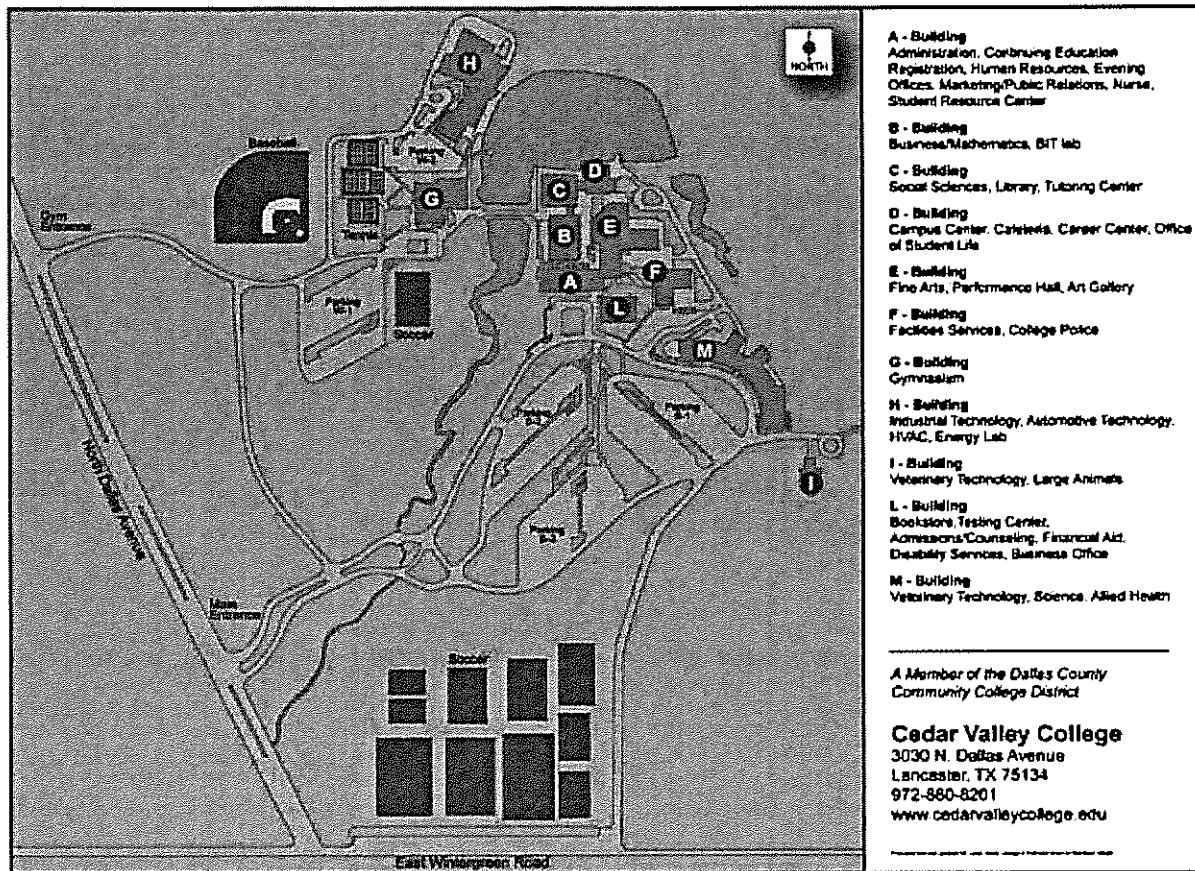
HARD-CODED PREREQUISITES IN COLLEAGUE

<i>CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded</i>				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
SPAN-1311 SPAN-1312				SPAN 1311 or the equivalent demonstrated competence approved by the instructor. SPAN 1312 or the equivalent demonstrated competence approved by the instructor.
SPAN-2311				SPAN 2311 or the equivalent demonstrated competence approved by the instructor.
SPAN-2312				SPAN 2311 or the equivalent demonstrated competence approved by the instructor.
SPCH 1311			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	

HARD-CODED PREREQUISITES IN COLLEAGUE

<i>CORE courses that meet #4 in Reading, Math or Writing/Reading Prerequisites are color-coded</i>				
COURSE	READING PREREQUISITE CRSE reflects rule PREQ0003	MATH PREREQUISITE CRSE reflects rule PREQ0002	WRITING & READING PREREQUISITE CRSE reflects rule PREQ0001	ALL OTHER PREREQUISITES
SPCH 2301			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	
SPCH 2333			Complete one of the following: 1) DREA 0093 and DWRI 0093 (with a grade of "C" or higher) 2) ESOL 0044 and ESOL 0054 (with a grade "C" or higher) 3) TSI approved Reading test score equivalent to exiting from (or being exempt from) DREA 0093 and DCCCD approved Writing test score equivalent to exiting from DWRI 0093. 4) Complete a Reading & Writing required CORE course listed; with a "C" or higher	

CEDAR VALLEY COLLEGE CAMPUS MAP



CEDAR VALLEY COLLEGE BUILDING B MAP

